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BULLETIN

of the

State Normal School

Athens, Georgia



1920

PUBLISHED QUARTERLY BY
THE STATE NORMAL SCHOOL
ATHENS, GEORGIA

BULLETIN

OF

The State Normal School

ATHENS, GEORGIA

Twenty-Seventh Annual Session 1920-1921

MARCH 1920

Issued Quarterly by the State Normal School

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Vol. 7

Serial No. 19

No. 1

CALENDAR, 1920-21.

1920.

Aug. 31st, Tuesday—School Dormitories open.

Aug. 31st, Tuesday—Classification of Students.

Sept. 1st, Wednesday—Classification of Students.

Sept. 2nd, Thursday—Fall Term begins at 9 A. M.

Dec. 16th, Thursday—Christmas Holidays begin.

(Recitations end Wednesday, P. M., Dec. 15th.)

1921.

Jan. 4th, Tuesday—Re-opening of School.

Apr. 17th, Saturday—Founder's Day.

May 29th, Sunday—Commencement Sermon at 11 A. M.

May 30th, Monday—Annual Concert at 8:30 P. M.

May 31st, Tuesday—Annual Meeting of Board of Trustees, 10 A. M.

June 1st, Wednesday—Faculty Reception to Alumni-æ, 8:30 P. M.

June 1st, Wednesday—Graduating Exercises, 8 P. M.

New students may enter at any time during the year, but it is best for them to enter before September 2nd, or January 4th.

Prospective students will need to apply well in advance of their coming, in order to be sure of places in the dormitories.

BOARD OF TRUSTEES AND OFFICERS.

B. S. MILLER, Columbus, Ga.-----President
H. Y. McCORD, Atlanta, Ga.-----Vice-President

Members ex-officio.

Governor Hugh M. Dorsey-----Atlanta, Ga.
State Superintendent of Schools, M. L. Brittian-----Atlanta, Ga.
Chancellor, University of Georgia, David C. Barrow-----Athens, Ga.

Members-at-Large.

W. W. Stark-----Commerce, Ga.
A. B. Greene-----Fort Valley, Ga.

Members City of Athens.

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E. J. Bondurant-----Athens, Ga.

Members Representing Trustees of University of Georgia.

Judge Loyd Cleveland-----Griffin, Ga.
Judge Andrew J. Cobb-----Athens, Ga.
J. E. Hayes-----Montezuma, Ga.

Members Representing Congressional Districts.

First District, Joseph W. Smith-----Reidsville, Ga.
Second District, S. B. Brown-----Albany, Ga.
Third District, J. M. Collum-----Americus, Ga.
Fourth District, B. S. Miller-----Columbus, Ga.
Fifth District, H. Y. McCord-----Atlanta, Ga.
Sixth District, J. C. Beauchamp-----Williamson, Ga.
Seventh District, E. S. Griffeth-----Buchanan, Ga.
Eighth District, S. B. Yow-----Lavonia, Ga.
Ninth District, L. M. Brand-----Lawrenceville, Ga.
Tenth District, William H. Fleming-----Augusta, Ga.
Eleventh District, V. L. Stanton-----Waycross, Ga.
Twelfth District, Judge W. W. Larsen-----Dublin, Ga.
Secretary and Treasurer, G. A. Mell-----Athens, Ga.

COMMITTEES.

Salaries—Brown, Barrow, Fleming, Brand, Hayes, McCord, Griffith.

Prudential—Brittain, Barrow, Cobb, Davison, Bondurant.

Legislative—Stark, Bondurant, Greene, Griffith, Stanton, Cleveland, Hayes.

Uniform—Brand, McCord, Yow.

Teachers and Course of Study—Brittain, Barrow, Yow, Stanton, Smith, Beauchamp, Collum.

Finance—Brown, Brand, Davison, Cleveland, Hayes, McCord, Fleming.

Laws and Regulations—Fleming, Cleveland, Cobb, Stark, Larsen, Beauchamp, Griffith.

Buildings and Grounds—Barrow, Yow, Smith, Cobb, Collum, Greene, Larsen.

FACULTY AND OFFICERS.

DAVID C. BARROW, LL.D.-----Chancellor Ex-Officio.
Chancellor of the University of Georgia.

JERE M. POUND, A.B., LL.D.-----President

H. B. RITCHIE, A.M.-----Dean

ALEXANDER RHODES_____Business Manager

MRS. H. C. DOOLITTLE-----Registrar

H. B. RITCHIE, A.M.

Psychology and Pedagogy.

Director of Elementary Training School.

PETER F. BROWN, A.M.

English.

MRS. GERTRUDE A. ALEXANDER, A.M.

Expression.	Assistant	in English.
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T. E. HOLLINGSWORTH, A.B.

Mathematics.

DAVID L. EARNEST, A.M.

Elementary Science.

MISS ROBERTA HODGSON, A.M.

History.

HAROLD D. MEYER, A.M.

Rural Education and Economics.

E. S. SELL, M.S., Agr.

Agriculture.

MISS HELEN L. SPROUT.

Latin and Greek.

Director of Correspondence Department.

JOSEPH LUSTRAT, Bach. es Lett.,

French and Spanish.

MISS BESS M. BAIRD.

Household Arts.

MISS ANNIE LINTON.

Manual Arts.

MISS LURA B. STRONG.

Physical Education.

MRS. AGNES EBERHART.

Instrumental Music.

MISS FRANCES LEIBING.

Voice.

MISS FRANCES LEIBING,
Public School Music.

MISS EVELYN LEWIS,
Oratory.

MISS SARAH WEBB, Ph.B.,
Assistant in the Department of Psychology and Pedagogy.

MISS MAY ZEIGLER, A.B.
Assistant in Department of Psychology and Pedagogy.

MRS. JOSEPHINE ROZAR, A.B.
Assistant in Department of English.

MISS IRIS CALLAWAY,
Assistant in Department of Mathematics.

MISS KATHLEEN DRAKE,
Assistant in the Departments of Mathematics and Physical Culture.

MISS GLADYS BURLESON,
Assistant in Department of Elementary Science.

MISS MARY WOODS, LL.B.
Assistant in Department of History and Rural Education.

MISS RUTH BRIGGS,
First Assistant in Department of Household Arts.

MISS HENRIETTA THOMPSON, B.S.
Assistant in Department of Household Arts.

MRS. HULDA NEWMAN,
Assistant in Department of Household Arts.

MISS CLARA MAE EVANSON,
Assistant in the Department of Household Arts.

MISS ANNIE MAE HOLLIDAY,
Assistant in Department of Manual Arts.

MISS EDITH GUILL,
Assistant in Department of Physical Education.

MRS. J. W. BAILEY,
Assistant in Department of Instrumental Music.

MISS MELBA RHODES,
Assistant in the Department of Oratory.

MISS KATE HICKS,
Principal Elementary School.

MISS MAGNOLIA SCOVILLE,
Critic Teacher Eighth Grade.

MISS ADA JANE DOLAN,
Critic Teacher Seventh Grade.

MISS HATTIE SMITH,
Critic Teacher Fifth and Sixth Grades.

MISS ELIZABETH YOUNG,
Critic Teacher Third and Fourth Grades.

MISS VIRGINIA LOTT,
Critic Teacher First and Second Grades.

MISS LAURA ELDER,
Teacher of Rural School.

MISS FRANCES RANDOLPH ARCHER,
Librarian.

MISS VERA WILLARD,
Assistant Librarian.

MISS MOINA MICHAEL,
MISS ELIZABETH YOUNG,
Matrons Winnie Davis Hall.

MISS NELLIE COLBERT,
MISS GLADYS BURLESON,
Matrons Gilmer Hall.

MISS VIRGINIA LOTT,
Matron Senior Hall.

MRS. MAGGIE LAMBDIN,
MISS IRIS CALLAWAY,
Matrons Bradwell Hall.

MISS MARY WOODS,
Matron off Campus.

MRS. DEE DENDINGER,
Trained Nurse.

MISS EMMIE JONES,
Bookkeeper.

MISS MOINA MICHAEL,
Y. W. C. A. Secretary.

MRS. LENA CHANDLER,
Housekeeper.

GENERAL CONDITIONS OF ADMISSION.

The purpose of this school is to "educate and train teachers for the common schools of Georgia." The terms of admission are as follows:

First: The application must be sufficiently mature and sufficiently well prepared to undertake the work of the school successfully. All students, when admitted are considered upon probation at all times; and, when unwilling or unable to do the work required, they will be privately counseled to withdraw.

Second: This institution is a vocational school, not a reformatory. We have no punishments. All trifling with rules and regulations or careless, indifferent, and improper conduct will subject the offender to the necessity of withdrawing. Only students with a serious purpose are desired; and only such will be permitted to remain.

Third: Good Moral Character. Every student will be required to hand to the President a letter of recommendation from some responsible party in the home neighborhood.

Fourth: Good Health. This school is delightfully situated in the Piedmont Hills. The conditions of health here cannot be surpassed. But in order to protect our students as carefully as possible we have always on duty nurses of the very highest training, whose business will be to constantly inspect the dormitories and to examine all the students personally for all evidences of sickness and ill health.

Fifth: Applicants for admission to the school must bring a letter from the home physician certifying that the applicant has not been exposed to any contagious disease within the previous thirty days. See blank for this purpose, next to last page. This letter must be presented upon arrival.

Sixth: Successful vaccination is also another absolutely necessary condition of entrance. All students upon arrival will have their arms examined by a physician; and if they do not have a satisfactory scar, they must be vaccinated at once before they can be admitted to the school. In all cases it is better for applicants to be vaccinated before coming here, provided it can be done with fresh, pure, vaccine points.

These last two conditions are so imperative, and will be adhered to so rigidly, that the applicant who neglects them will be necessarily subjected to great trouble in entering the school. Plainly and emphatically, these things must not be neglected by any applicant.

Registering.

Upon reaching the school, the student should go at once to the office of the Registrar and fill out a registration blank properly. This blank is then taken to the Dormitory Manager's office where a Dormitory Room Ticket will be obtained. All moneys and fees should at once be paid at this office and receipts secured for same.

The Classification Committees will meet the students in various class rooms for all assignments. A directory of where these committees may be found will be posted in conspicuous places in the corridors of the academic buildings. In order to be properly classified at once, the student should bring letter of introduction, health certificate, and all reports from former schools and teachers.

Boarding Department.

All dormitories are steam-heated, with toilet rooms and baths on every floor abundantly supplied with hot and cold water. They are comfortable, pleasant, and healthful homes for the students. All of our dormitories were worked over recently and modernized in every respect, making them the equal of the best dormitories in all matters of convenience and comfort. Students in each dormitory are under the care of a resident matron, who looks after their needs and comforts. The dining hall is one of the best in our knowledge.

Board in the dormitories includes room, table fare, heat, lights, and attendants for the rougher work.

Each student will pay for, and look after her own laundering, with the assistance of the matron in charge.

Each student must bring a pillow, pillow-cases, bed-clothes (including at least one white spread), towels, hair-brush and comb, and other personal toilet articles; also a bath-robe, bed-room slippers, overshoes, wrap and umbrella.

Male students do not room in the dormitories. Rooms are rented for them near the campus and paid for by the school. Such students pay the same rate for board as outlined in the catalogue, furnishing bedding, etc., just as the girls do.

Parents and friends visiting students cannot be accommodated in the dormitories, as there is no room for them. They can secure board in the city.

EXPENSES.

Terms for board (Payable in advance, as indicated).

September 2nd, 1920—First Payment-----	\$ 35.00
November 4th, 1920—Second Payment-----	35.00
January 24th, 1921—Third Payment-----	35.00
March 28th, 1921—Fourth Payment-----	35.00
	<hr/>
	\$140.00
Matriculation Fee (to be paid on entrance)-----	10.00

Board for students who do not make the quarterly payments, as indicated above, will be at the rate of \$4.25 per week, \$1.00 per day.

All students entering before September 15th, will be charged from date of opening (Sept. 2nd.) Those entering on, and after the 15th of September, will be charged from the date they enter school.

No tuition is paid by Georgia students. Students from outside the State are required to pay \$40.00 per year; \$20.00 upon entrance, and \$20.00 at the beginning of the second semester.

If advisable at any time to raise or lower the rates for board, the right to do so is reserved.

Money deposited on dormitory account will not be refunded. Money deposited on personal account may be withdrawn at any time. No part of the Matriculation Fee will be refunded for any reason.

Checks for board or tuition should not be made payable to the President, but to the student.

Students must supply their own text-books. Books will be furnished at publishers' prices with cost of handling added. A second-hand book-store is also operated for the benefit of the students, who wish to buy or sell second-hand books.

The School Farm.

The school has a farm of 214 acres, which is well equipped to furnish supplies for the dining-room. It is considered one of the most up-to-date school farms in the United States, and is used solely for the purpose of furnishing pure and wholesome food for the students.

Winnie Davis Memorial Hall.

Students who wish to occupy rooms in the Winnie Davis Memorial Hall must submit letters assigning them these rooms by Aug. 15th. If these assignments are not made by this date, the school authorities will reserve the right to fill these rooms with other

students. These letters of appointment can only be secured through the U. D. C. Chapters that furnish the rooms. They must be properly signed by the President of the Chapter, and mailed to the President of the school by August 15th.

The Elijah Clarke Chapter Infirmary.

Mrs. Dee Deninger, trained nurse, in charge.

This is a pretty little building of four wards with apartments for the nurse. It has bathrooms, lavatories, toilets, electric and gas lights, hot and cold water, and gas ranges. The furnishings are entirely comfortable. It is a cozy, quiet retreat for students who from time to time may need such. The infirmary is in charge of a trained nurse, most of whose time is spent, not in looking after students who are sick, but in caring for them, to see that they do not get sick. With the matrons, she takes general oversight and care of the entire student body. The nurse will also give lectures on home nursing, hygiene, and sanitation to certain classes during the year. The health of the student body has always been superb.

Carnegie Library.

This building was the generous gift of Mr. Andrew Carnegie. It is well equipped with Library Bureau furniture and contains about ten thousand volumes besides something like three thousand pamphlets. The faculty and registered students of the school have free access to the library and may draw books for home reading. To the general public it is for reference only.

One of the main purposes of the library is to both create and stimulate an interest in good literature as well as supplement the work of every department.

The Reading Room is of wonderful value to the students both for general reading and eventually a great help in reference work. The following magazines are on file:—American Cookery, American Journal of Education, American Magazine, American School Board Journal, Atlantic Monthly, Bookman, Century, Child Welfare, Country Life, Current History of New York Times, Current Opinion, Delineator, Education, Educational Review, Elementary School Journal, Good Housekeeping, Independent, Harpers Monthly Magazine, Industrial Art Magazine, Journal of Education, Journal of Biological Chemistry, Journal of Home Economics, Journal of Psychology, Kindergarten and First Grade, Ladies' Home Journal, Literary Digest, McCulre's, Manual Training Magazine, Missionary Review, Musical America, Nation, National Geographic, Nature Study Review, New Republic, North American Review, Normal Instructor, Outlook, Playground, Progressive Farmer, Readers' Guide to Periodical Literature, Review of Reviews, Saturday Evening Post, School Arts

Magazine, School Century, School and Home Education, School and Society, School Review, Survey, Table Talk, Teachers' College Record, Textile World Journal, Travel, Unpartisan Review, Woman's Home Companion, World's Work, Yale Review, Hibbert Journal. As these magazines cumulate they are bound and prove a most valuable addition to our Reference Department.

The library is open daily (except Sunday) from 8:30 A. M. until 6 P. M., closing for the dinner hour. Books not reserved for special classes may be borrowed from the library for two weeks, and may be renewed for two weeks more if not in demand. Books which are not returned on time are subject to a fine of five cents a day. Books from the "Reserved" shelves are issued overnight and are subject to a fine of ten cents if not returned promptly the next morning. All books lost or damaged must be replaced or paid for.

The establishment of a "Georgia Room" is an innovation we have made this year. Everything about Georgia and by a Georgian is to have a place on those shelves and we hope soon with the co-operation of the Georgia Club and the various County Clubs to assemble a collection of which we may be proud.

The daily issue, the use made of the Reference Room, the large number of general readers give evidence of the place the library has among the students. It is our ambition to give every student of every department a working knowledge of the institution and thereby double its value to the student body.

Uniforms.

To promote economy, simplicity, and good taste in dress, every young woman in the school, unless specially excused by the President, is required to purchase and wear the uniform adopted by the school. Requests to be excused from wearing the uniform will not be considered except for very exceptional and unusual reasons.

The uniform consist of the following articles:

For church and street wear—a blue serge suit and cap, white waist, tan gloves, black shoes and hose.

For class room wear—a blue serge suit skirt, uniform waist of white poplin, blue Windsor tie.

For summer and evening wear—a white poplin wash skirt and white waist.

The suit, cap, gloves, white skirts and tie may be ordered by mail before the student leaves home. Unless placed in advance, the order must be given immediately upon arrival at the school. The white waists for school, church, and evening wear must be made of the material and according to the patterns designated in the accompanying leaflet giving detailed descriptions.

The above requirements will be rigidly enforced. There must be no attempt at evasion or partial violation of these regulations.

No other articles, however similar can be substituted for those specified.

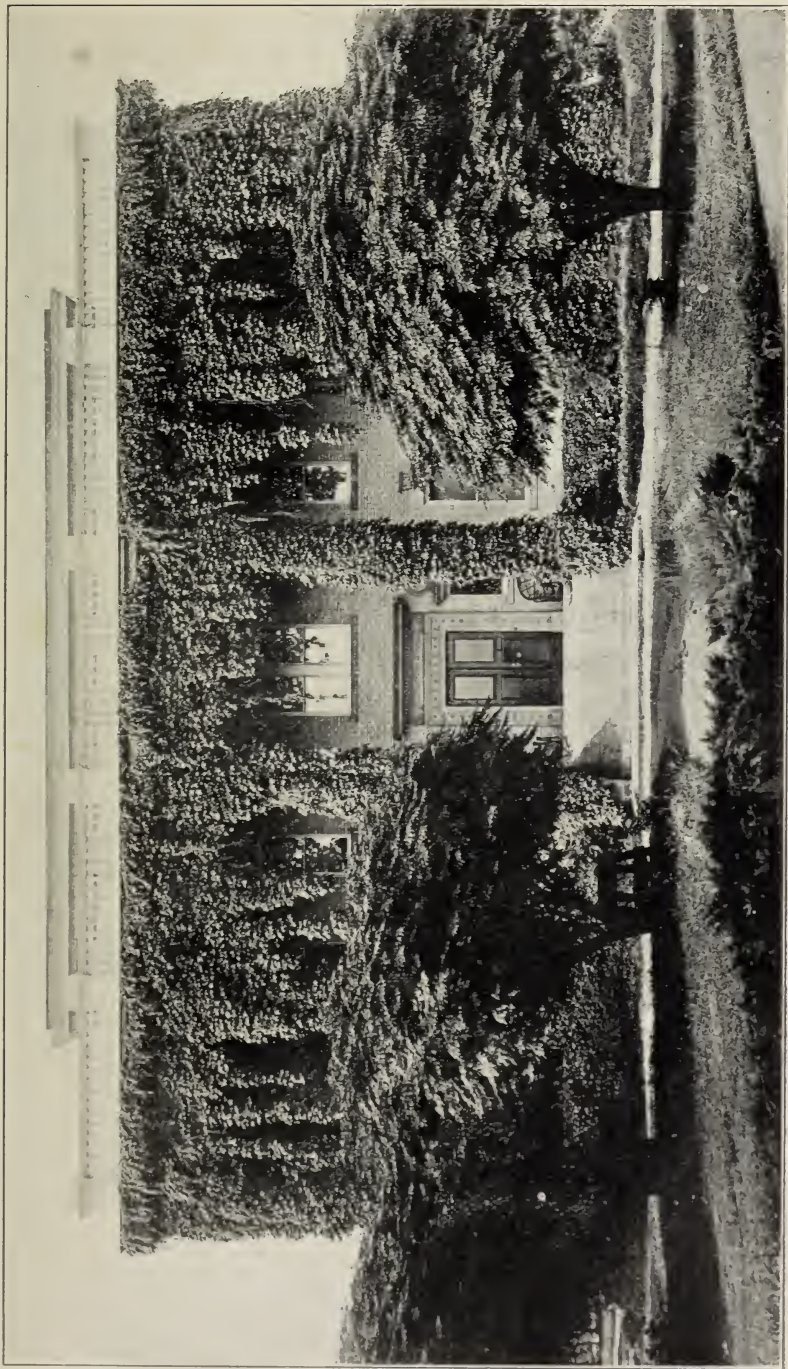
Students are expected to wear the uniform at all times both on and off the campus. They need not bring to the school dresses of other kinds, for it is desired that the uniform be worn on all occasions. This uniform is pronounced by all experts who have examined it as the cheapest, neatest, completest and best uniform prescribed by any institution in the South.

Uniforms must be kept in good condition. The enforcement of all regulations with regard to the uniform is within the authority of the matrons of the several dormitories. Students may be required to buy new garments whenever in the judgment of the President and the matrons it is deemed necessary.

Students must not sell or give cast off uniform garments to persons living in the vicinity of Athens.

The uniform skirt, cap, and white waist should be worn by former students when returning to the school in September. All students must wear the uniform as a traveling dress at all other times.

It is very desirable that uniforms be ordered before leaving home. A detailed description and order blank will be furnished upon request made to the Registrar.

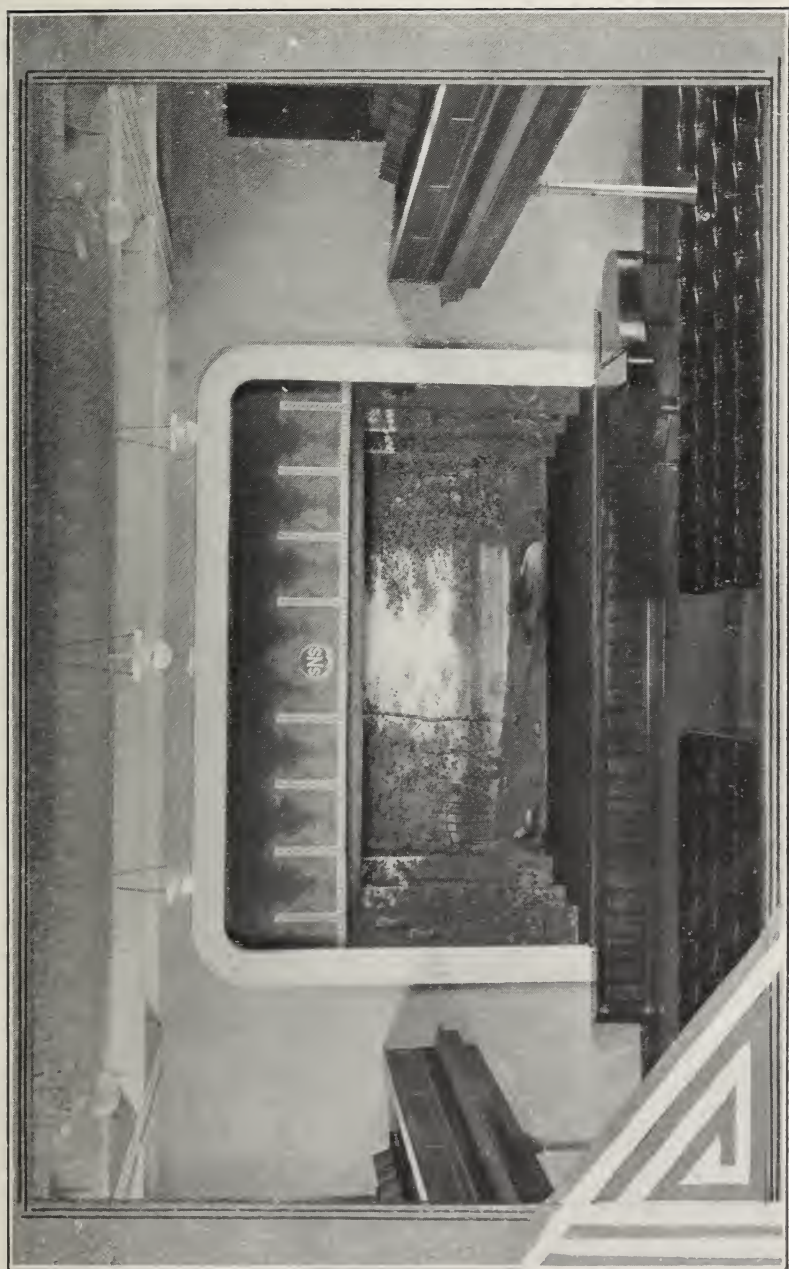


WINNIE DAVIS HALL



CARNEGIE LIBRARY

INTERIOR POUND AUDITORIUM





MILLER HALL

ELIJAH CLARKE INFIRMARY





BASKETRY



POTTERY

*CLASS
COSTUME*



*EVENING
COSTUME*





SMITH BUILDING

COURSE OF STUDY.

Applicants for the Review Class must present written evidence in the form of certificates from their last instructors, or show in examination that they have satisfactorily completed at least the equivalent of eight scholastic years of study.

Applicants for any of the Academic and Industrial Classes may offer certificates from accredited high schools for entrance into these classes. These certificates will be accepted as evidence of preparation in those subjects which are certified to and the holder will be allowed to take up any advanced work based upon the certified subjects. Work in one study cannot be accepted as the equivalent of work in a different subject.

Academic students may take courses in Household Arts and Manual Arts.

Optional work may be selected by all students from equivalent or lower classes to the extent of the maximum number of periods allowed each class.

Students electing the Academic or the Industrial Course may select as options subjects from the alternate course for which they can show the required preparation and in this way fill up the number of periods between those required and the maximum.

All male students are excused from Physical Culture, and therefore are required to take, in the place of these two periods, two periods of Manual Arts or two periods of Agriculture until two years of work in each of these subjects have been completed.

Review.

English Composition	- - - -	2
American Literature	- - - -	3
Elementary Algebra	- - - -	5
Ancient History	- - - -	5
General Science or Latin	- - - -	5
Physical Education	- - - -	2
		<hr/>
Total required	- - - -	22
Arithmetic (optional)	- - - -	5
		<hr/>
Total allowed	- - - -	27

Freshman Class.

Academic		Industrial	
Practical Pedagogy	1	Literature	3
English Classics	3	Rhetoric	2
Rhetoric	2	Civics	3
Plane Geometry	5	Biology	3
Physics or Latin	5	Mathematics	4
Med. History	5	Sewing	1
Physical Education	2	Drawing and Color	2
		Physical Education	2
Total required	23	Total required	20
Maximum	29		

Sophomore Class.

Academic		Industrial	
Psychology	3	Psychology	3
English Literature	3	Literature	3
Theme Writing	2	Theme Writing	2
Mathematics	4	Chemistry	3
Chemistry or Latin or		Rural Economics	3
Biology	3	Cookery	2
European History	4	Handicrafts, 1	2
Rural Economics	2	Physical Education	2
Physical Education	2		
Total required	24	Total required	20
Maximum	28		

Junior Class.

Academic		Industrial	
History of Education	2	Methods	2
Principles of Teaching	2	English	3
Child Study	2	Agriculture, 3, 4	3
Methods	2	Physical Education	2
Literature	3	Foods	2
Expression	3	Cookery	2
Economics	2	Plain Sewing	2
Mathematics or History or		Textiles, 1st	
Latin or French or Spanish	3	Millinery 2nd	2 elect 10
Household Arts	2	Junior Crafts	2
Public School Music	2	Junior Arts	2
Physical Education	2	Design, 1	2
		Int. Dec.	2
Total required	25	Total required	20
Maximum	29		

Senior Class.

Academic		Industrial	
Methods and School Manage-		Methods and School Manage-	
ment	3	ment	3
Practice Teaching	4	Practice Teaching	2
Conference	1	Conference	1
Literature	3	English	3
Expression	3	Agriculture, 5, 6	2

Mathematics or History or	Physical Education - - - -	2
Latin or French or Spanish 3	Cookery - - - -	2
Rural Economics - - - -	Dressmaking - - - -	2
Agriculture - - - -	Dietetics and organ-	
Public School Music - - - -	ization of H. A. -	3
Physical Education - - - -	Home Management -	3
	Woodwork - - - -	2 elect 10
	Senior Crafts - - - -	2
	Senior Arts - - - -	2
	Design - - - -	2
	Methods in Art - - -	2
Total required - - - -	25	
Maximum - - - -	28	Total required - - - - 23

OUTLINE OF THE COURSES OF STUDY BY CLASSES.

Review.

English Composition. Text: Brooks's English Composition, Book I. A study of 1. The principles of English grammar. 2. Punctuation. 3. The word. 4. The sentence. 5. The paragraph. 6. The whole composition. 7. Letter writing. 8. Narration. 9. Description. 10. Exposition. 11. Argument.

American Literature. Text: Howe's Primer of American Literature. Classics: 1. Selections from the poems of Bryant and Whittier. 2. Longfellow's Narrative Poems. 3. Poe's Poems and Tales. 4. Irving's Sketchbook. 5. Cooper's The Last of the Mohicans. 6. Weber's The Southern Poets.

Essentials of Arithmetic. Text: Durell's Book III. The following topics are given thorough treatment: 1. The fundamental operations, including numeration and notation. 2. Common and Decimal fractions. 3. Practical measurements. 4. Percentage with its various applications in problems arising in business and industrial occupations. 5. Rapid oral drills throughout the course.

Elementary Algebra. Text: Wentworth-Smith Book I. Credits for one year of elementary algebra will be required of applicants for this course which will embrace the following topics: 1. Fractions and factoring reviewed. 2. Fractional-simple equations. 3. Simultaneous simple equations. 4. Problems. 5. Radicals, powers and roots. 6. Quadratic Equations; Reviews.

Ancient History. Text: Webster's Ancient History. Period: From prehistoric times to Charlemagne.

I Semester. Greek History.

1. Oriental Civilization. 2. Religious and Political Institutions of the Greeks. 3. Contributions of Greeks to Art to Culture of today. 4. Great Greeks and their Influence.

II Semester. Roman History.

1. Rise and Expansion of Rome.
2. The Republic and Empire.
3. Roman Contributions to Modern Civilization, especially Law and Government.
4. The Rise and Spread of Christianity.
5. Decline and Fall of Rome, and the Barbarian Invasions.
6. Classical Art and Culture.

General Science. Text: Clark's Introduction to Science. 1. Heat. 2. Food. 3. Fuels and Clothing. 4. Chemicals. 5. Nitrogen and Plant Life. 6. Medicines and How to Keep Well. 7. Electricity and Magnetism. 8. Light. 9. Sound. 10. Machinery. 11. Water. 12. Air and Climate. 13. Earth Structure. 14. Plants. 15. Animals.

Latin. The work of this class is planned for those who wish to review the subject and those who have had one year of Latin. 1. Caesar Book I, II, III. Any text of Caesar may be used, but preference is given to Gunnison and Harley. 2. Drills in declensions and conjugations. 3. Uses of the Subjunctive. 4. Rules of syntax. 5. Arrangement of words and clauses. 6. Latin Composition.

Physical Education. No text required. 1. Floor work in marching calisthenics and tactics. 2. Corrective Exercises. 3. Rhythmic steps. 4. Games.

Freshman Academic.

Practical Pedagogy. Texts: Kitson, How to Use Your Mind; Dinsmore-Teaching a District School. 1. Problems of adjustment to college life. 2. Formation of effective study-habits. 3. Principles concerning the use of the mind. 4. The aim of education. 5. The teacher, qualifications for work—the lesson plan, recitation, order and discipline. 6. The physical welfare of the pupils—medical inspection, physical education. 7. Social phases of education.

Rhetoric. Text: Genung and Hanson's Outlines of Composition and Rhetoric. 1. The composition as a whole. 2. Paragraphing. 3. Construction of sentences. 4. Choice of words. 5. Figures of speech. 6. Narration. 7. Description. 8. Exposition. 9. Argumentation.

English Classics. No text book. The following classics from English literature will be carefully studied in class: 1. Shakespeare's The Merchant of Venice. 2. The Sir Roger de Coverly Papers. 3. Scott's The Lady of the Lake. 4. Tennyson's Idyls of the King. The following English classics will be read and reported upon: 1. Scott's Ivanhoe. 2. Dicken's A Tale of Two Cities. 3. Goldsmith's The Vicar of Wakefield. 4. George Eliot's Silas Marner.

Plane Geometry. Text: Wentworth-Smith's Plane and Solid Geometry. 1. Elementary Notions; angles; triangles; quadrilaterals;

constructions. 2. Properties of the circles; constructions. 3. Proportion, with practical applications. 4. Properties, etc., of the regular polygon. 5. Reviews; original exercises throughout the course.

Physics. Text: Carhart and Chute; Physics with Application. 1. Matter and Energy. 2. Molecular Forces. 3. Fluids. 4. Motion and Work. 5. Sound. 6. Light. 7. Heat. 8. Magnetism. 9. Electricity.

Latin. Text: Cicero's Orations against Cataline, I, II, III, IV. 1. Drills in Etymology and Syntax. 2. Arrangement of words and clauses. 3. Sight reading. 4. Prose Composition.

Mediaeval History. Text: Hutton Webster's Early European History. Period: Fall of Rome to the Reformation. Purpose: A study of the foundations of Institutions, Religious, Political, and Social. 1. Development of European States. 2. Rise and breakdown of Mediaeval Institutions. 3. Effect of Oriental Culture on Europe. 4. Rise of Towns, Trade, and the Middle Classes. 5. Transition from Mediaeval to Modern Ideals.

Physical Education. No text required. 1. Setting up Exercises. 2. Light apparatus. 3. Simple folk dances. 4. Games.

Sophomore Academic.

Psychology. Text: Pillsbury, Essentials of Psychology. 1. Physiological basis of Psychology. 2. Nature and function of mental process as shown by human behavior. 3. Sensation, perception, memory, imagination, the concept, thought, reasoning, judging, feeling, emotion, instinct, interest, attention, will, habit, character.

English Literature. Text: Long's History of English Literature. The following classics studied in class: 1. Chaucer's Prologue to The Canterbury Tales. 2. Spencer's Faerie Queene, Book I, III. Shakespeare's The Tempest. 4. Bunyan's Pilgrim's Progress. 5. Coleridge's The Ancient Mariner. 6. Scott's Marmion. 7. Lamb's Essays of Elia. 8. Ruskin's Sesame and Lilies.

Themes. Text: Bolenius's Everyday English Composition. The study of the text alternates with the writing and correction of themes in: 1. Social and business forms. 2. Narration. 3. Description. 4. Exposition. 5. Argument.

Applied Mathematics. This course includes: The essentials of solid geometry, involving 1. Applications of plane geometry and arithmetic in the measurement and construction of the various kinds of plane figures. 2. The study of form in the construction and measurement of solids. 3. Deducing and applying formulas. 4. The geometry of the sphere. 5. Reviews.

Advanced Algebra,—including applications in solving geometric exercises. Special study will also be given to such topics as are not fully treated in an elementary course: 1. Negative, fractional and zero exponents. 2. Simultaneous quadratic equations. 3. Graphical representation. 4. Determinants. 5. Logarithms. 6. Reviews.

Chemistry. 1. Class and Laboratory Study of familiar Elements such as Oxygen, Hydrogen, Chlorine, Sodium, Potassium, Sulphur, Nitrogen, Carbon, Silicon, Iron, Copper, Aluminum, Gold, Silver. 2. Compounds of these elements. 3. Chemical Theory. Measurement of gases, Atoms, Molecular composition; Atomic and Molecular Weights; Formulas and Names; Equations and Calculations; Equilibrium; Periodic Law. 4. Carbon Compounds, especially Industrial.

Latin. 1. Work in Vergil, I, II, IV, VI, Books of the Aeneid. The aim sought in the study of Vergil is to make the students realize that they are studying a great literature, one to which literature in general is indebted. 2. The Bibliography of Vergil. 3. Rhetorical figures. 4. The Geography of Vergil.

Biology. Text: Hunter's Civic Biology. 1. Plant Life. 2. Animal Life. 3. Interrelations and Relations to man and civilization.

Modern European History. Text: C. D. Hazen's Modern European History. Period: The nineteenth century. 1. Struggle against Absolutism. 2. Political Unification of European Nations. 3. Industrial Revolution. 4. Changes in Labor, Manufactures, Transportation, etc. 5. Political and Social Reforms. 6. Imperialism. 7. International Relations. 8. Causes of the Outbreak of the World War of 1914.

Rural Education and Economics. Text: Series A. B. & C. of Lessons on Community and National Life. Bureau of Education, Washington, D. C. The course is a study of the Community. 1. A short study of society. 2. Community organizations. 3. Community hygiene. 4. Community centers. 5. Community recreation. 6. Community customs and laws. 7. Community Economics. 8. A study of the home Community. 9. Community problems and suggested solutions.

Physical Education. No text required. 1. Setting up Exercises. 2. Light apparatus. 3. Folk dancing. 4. Indoor and outdoor games.

Junior Academic.

History of Education. Text: Grave's Students' History of Education. 1. Oriental, Classical, Mediaeval and Renaissance Education. 2. Educational Theories of Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, Present Tendencies in Education. 3. Modern School Systems. 4. The American Public School.

Principles of Teaching. Text. Thorndike's of Teaching. 1. The meaning of Education, of the School, of the Curriculum. 2. The place of Instinct, Interest and Attention in the Teaching Process. 3. Principles of Teaching based on the laws of Association, Apperception, Memory, Thought, Action.

Child Study. Texts: Kirkpatrick, Fundamentals of Child Study; Tanner, The Child. 1. Development of body through infancy, adolescence, and early maturity. 2. Study of diseases and defects. 3. Use of physical and mental tests. 4. Mental development. Heredity, Instinct, Memory, Attention. 5. Moral development. Habit, Self-government, School discipline. 6. Psychology of elementary subjects. 7. School Tests.

Methods. Text: Earharts, Types of Teaching; Freeman's, Psychology Common School Subjects; Charters, Teaching Common School Subjects. 1. The lesson; types. 2. Lesson planning. 3. Supervised observation in the Training School with criticism. 4. Group teaching by students with criticism.

English Literature. First Semester. Text. Gayley and Young's Principles and Progress of Poetry. Special attention to the poems of Tennyson and Browning. Second Semester: Text. Newcomer and Andrews' Twelve Centuries of English Prose and Poetry; accompanied by lectures on the Elements and Kinds of Literature.

Expression. Text: Evolution of Expression, Vol. I and II; The Tone System in Public Speaking and Reading; Shakespeare; The Merchant of Venice, As You Like It, Julius Caesar, Romeo and Juliet, Richard II, Richard III, Twelfth Night. (a) Study of the principles of expression; (b) Literary analysis of selections; (c) Toning selections for reading; (d) Drill upon vocal expression, 1, Vocal drills; 2, Breathing exercises. 3. Reading to an audience with and without a book. 4. Phonic drills, and methods of teaching reading; (e) Pantomime; (f) Moving Pictures, original scenarios; (g) Interpretation of Shakespeare; (h) Presenting scenes from Shakespeare and other authors.

Rural Education and Economics—B. There will be no text book used. Reference reading, lecture and recitations, note book. The course is a study of Georgia. 1. A social background. 2. An historical background. 3. Regional Georgia studying the surface divisions, location, size, climate, boundary, length, etc. 4. A study of the census and especially the Abstract for Georgia. 5. Population. 6. Race. 7. Nativity. 8. Sex. 9. Illiteracy. 10. Civic Georgia. 11. Farm Lands. 12. Crops. 13. Fruits. 14. Live Stock. 15. Home raised foods. 16. Mineral Resources. 17. Water power. 18. Roads. 19. Wealth. 20. Industries. 21. Public Health. 22. A study of the social In-

stitutions of the State and other topics of note in the State. Each student writes a short history of the county she represents.

Plane Trigonometry. (Text to be selected). 1. Trigonometric functions of an acute angle and use of natural functions and logarithms in the solution of the right triangle. 2. Functions of any angle, and of the sum and difference of two angles. 3. The oblique triangle. 4. Applications in exercises and problems. 5. Plane sailing.

Civics. Texts: Tuft's Business of Living. Purpose: A study of the principles of Patriotism and Citizenship applied to the problems of today.

I Semester. 1. Development of Cooperation. 2. Ideals of Liberty and Law. 3. Principles of Business and Industry. 4. City and Country. 5. Problems of Union. 6. American and Other Nations.

II Semester. Community Civics. A study of concrete and applied relationships between the Municipal Government and the Individual Citizen. Government Control of: 1. Health, and Disease. 2. Labor and Industry. 3. Water and Food Supply. 4. Fire Protection and Prevention. 5. Wastes, Garbage. 6. Charity and Crime, etc.

Latin. I Semester. 1. Selected Odes from Horace, Books I, II, III. 2. Study of Horace's life from his Odes.

II Semester. Stories from Livy. 1. Camillus. 2. Manlius. 3. Great Latin War. 4. Sight translation.

French and Spanish. The first year of a two year course is offered in these languages. 1. Sight reading. 2. Translation. 3. Writing from simple texts.

Greek. Text: White's First Greek Book. First elements. 1. Verbs. 2. Syntax. 3. Simple translation.

Household Arts. Text: Home and Community Hygiene by Broadhurst. 1. Bases of family life. 2. General purposes of the household, its economic and social relations. 3. Organization of the household. 4. Household conditions as affecting the health and comfort of the family and the community. 5. Public Health problems.

Public School Music. Texts: Hollis Dann Music Readers and Writing Books, C. H. Congdon Music Readers. 1. Development of correct singing tone. 2. Sight reading of one part melodies. 3. Sight reading of two and three part songs. 4. Elementary theory. 5. Beginning of acquisition of rote song repertoire.

Physical Education. No text required. 1. Floor formation and tactics. 2. Apparatus. 3. Free exercises. 4. Folk dancing. 5. Games.

Senior Academic.

General and Special Methods. Text: Strayer and Norsworthy, How to Teach. 1. The Work of the Teacher. 2. The Original Nature of the Child. 3. Psychological Principles Applied to Teaching. 4. Forms of Instruction and Type Lessons. 5. Principles of Study. 6. Measurements.

School Management and Supervision. Text: Bagley's Classroom Management. 1. The Routine Factors of Classroom Management. 2. The Judgment Factors of Classroom Management. 3. Problems of Supervision.

Practice Teaching. 1. Observation. 2. Lesson Planning. 3. Study of special subjects. 4. Practice Teaching under Supervision. 5. Criticism.

Conference. 1. Work of the Training School and Rural School. 2. Lectures. 3. Discussion of Vital Educational Problems.

Advanced Theme Writing. First Semester. Text: Fulton's Expository Writing. A study of articles from recent periodicals as models of exposition, accompanied by the writing of a weekly thesis, as preparation for a graduation thesis.

Second Semester. Text: Dickinson's Chief Contemporary Dramatists. A study of the best plays of the writers of the modern drama.

Expression. Text: Evolution of Expression, Vol. III and Vol. IV. (Review of Vol. I. and II); all Reading Books adopted by the State of Georgia; Plays representing the progress and development of the drama; Shakespeare: Lear, Othello, Macbeth, and Hamlet. 1. Continuation of all work commenced in Junior Year. 2. Study of all reading books adopted by the State, both required and supplementary. 3. Model lessons, using the required reading books. 4. Presentation of scenes from all forms of drama, Greek plays; Morality plays; 18th Century plays; Model drama; Shakespeare. 5. Presentation of class plays.

Analytic Geometry. Text: Tanner & Allen's Brief course. 1. Co-ordinate systems: Elementary Applications. 2. The classification and construction of loci. 3. The equation of the straight line; reduction to standard forms, etc. 4. Properties of the circle, parabola, ellipse, hyperbola. 5. Polar coordinates.

American History and Government. Text: (To be selected). Purpose: To understand the origins of our nation, and to obtain familiarity with the sources of history and practice in classifying results of reading, training in the use of library references, which will be tested by written abstracts.

I Semester. 1. Life in the Colonies. 2. Separation from England. 3. Forming the Federal Government. 4. The West-

ward Movement. 5. Sectionalism. 6. Slavery. 7. The Civil War and Reconstruction.

II Semester. 1. An Industrial Era. 2. Growth of Trusts and Labor Organizations. 3. United States as a World Power. 4. Banking and Credit. 5. America in the World War. 6. The Characteristic Features of Americanism.

Latin. I Semester. Selections from Cornelius Nepos: 1. Miltiades. 2. Themistocles. 3. Pausanias. 4. Cimon. 5. Lysander. 6. Alcibiades. 7. Conon. 8. Iphicrates. 9. Timotheus. 10. Sight reading.

II Semester. 1. Selections from Ovid's *Metamorphoses*. 2. Sight reading continued.

French and Spanish. The second year of a two year course. 1. More advanced reading. 2. Translating. 3. Writing in these languages.

Greek. Text: White's First Greek Book. Continuation of grammar Xenophon's *Anabasis*, Book 1, 2 and 3.

Rural Education and Economics—A. Text: Woolter's *Teaching in Rural Schools*. A study of the Rural School and Rural Problems. Reference reading, lecture and recitation course, note book. 1. A study of Rural School Architecture. 2. School grounds. 3. Gardens. 4. Play grounds. 5. Teacher's home. 6. Play and Recreation. 7. Games for Rural Boys and Girls. 8. Rural School Equipment. 9. Making a daily program. 10. Supervisors; agents; Clubs. 11. Standardization and standard tests. 12. The school as the community center. 13. Rural Problems and suggested solutions. 14. Rural Teacher Problems and suggested solutions. 15. The Rural Community.

Agriculture. Text: *Elements of Agriculture*, Warren and Agricultural Laboratory Manual by Sell. 1. The improvement of plants and animals. 2. Seed scoring and testing. 3. The Soil and its improvement. 4. Commercial fertilizers. 5. Feeds and feeding. 6. Dairying. 7. Crops. 8. Insects and diseases.

Public School Music. Texts: Teachers' Manual, Progressive Music Course; Crane Teachers' Manual; Teachers' Manual Hollis Dann Course; Teachers' Manual New Educational Music Course. 1. Sight Reading continued. 2. Methods for teaching music in the elementary grades. 3. Methods for intermediate and upper grades. 4. Chorus organization and direction. 5. Practice teaching. 6. Review of professional texts and publishers lists.

Physical Education. No text required. 1. Continuation of work commenced in Junior year. 2. Study of corrective exercises. 3. Methods. 4. Plays and games for children. 5. Outlines and references for teaching.

Freshman Industrial.

English. See Academic Freshman Class.

Civics. Text: (To be selected.) Purpose: To give a practical understanding of the elementary facts of our own government in its daily workings. 1. Forms of Government in the United States. 2. The Federal State and Municipal Governments. 3. Officials and Functions of United States Government. 4. Constitutions of State and Nation. 5. Requirements of sound Americanism.

Biology. See Academic Sophomore Class.

Mathematics. See Academic Freshman Class.

Sewing. Text: Shelter and Clothing by Kinne and Cooley. 1. Study of fabrics as a basis for the selection of materials and trimmings. 2. Interpretation, alteration, and use of commercial patterns. 3. Practice in hand and machine sewing. 4. Darning and mending. 5. Hygiene.

Freshman Drawing. Fee, \$1.50 per term. 1. Theory and practice of drawing. 2. Lettering. 3. Design.

Physical Education. See Academic Freshman Class.

Sophomore Industrial.

Psychology. See Academic Class.

Literature and Theme Writing. See Academic Sophomore Class.

Chemistry. See Academic Sophomore Class.

Rural Education and Economics—D. There will be no text book used. Reference reading, lecture and recitations, note book. A study of Georgia. 1. Historical Background. 2. Regional Georgia. 3. Thoro Study of Population. 4. Illiteracy. 5. Civics. 6. Farm Lands. 7. Crops. 8. Fruits. 9. Live Stock. 10. Home raised food. 11. Mineral resources. 12. Water power. 13. Roads. 14. Wealth. 15. Industries. 16. Public Health; and other topics of interest to the study of Georgia.

Cookery. Text: Domestic Science, Principles and Application by Bailey. 1. Selection and care of food materials. 2. Preparation of simple foods. 3. Combination of foods. 4. Care and management of kitchen furnishings and utensils. 5. Sanitation.

Sophomore Crafts. Fee, \$1.50 per term. Elementary woodwork. Fundamental principles of tool practice.

Mechanical Drawing. 1. The making of working drawings for articles to be constructed in woodworking shop. 2. Other hand-work suitable for intermediate grades. 3. Mediums:—paper and cardboard, clay, raffia, and other basketry materials, thin wood, etc.

Physical Education. See Academic Sophomore Class.

Junior Industrial.

Methods. See Academic Junior Class.

English. See Academic Junior Class.

Agriculture. Animal Husbandry. Text: *Animal Husbandry for Schools* by Harper. 1. Principles of feeding. 2. Breeds of cattle. 3. Care and management of cattle. 4. Swine; their care and management. 5. Poultry; their care and management.

Laboratory. 1. Testing milk. 2. Study of feeds. 3. Determining balanced rations. 4. Calculating cost of rations.

Agronomy. Text: *Productive Plant Husbandry* by Davis. 1. Soils and their uses. 2. Water in Soils. 3. Soil Improvement. 4. Manures and fertilizers. 5. Insects and diseases of crops. 6. Various farm crops.

Laboratory. 1. Soil formation. 2. Water in soils. 3. Commercial fertilizers. 4. Effects of tillage. 5. Study of seeds and crops.

Physical Education. See Academic Junior Class.

Foods. Text: *Source, Chemistry and Use of Food Products* by Bailey. 1. Elementary study of metabolism. 2. Classification of foods. 3. Source, production, market forms, chemical composition, fuel value, digestibility, place in diet, principles of cookery and cost of foods. 4. Sanitation and inspection. 5. Suggestions for teaching the subject matter.

Cookery. Text: *Text Book of Cooking* by Greer. 1. Composition and nutritive value of food materials. 2. Principles of cookery. 3. Cost of food in relation to income. 4. Planning and serving simple meals. 5. Suggestions for teaching.

Plain Sewing. Text: *Clothing for Women* by Baldt. 1. Fundamental processes of elementary sewing. 2. Straight line drafting. 3. Study, use and care of machines. 4. Selection of materials. 5. Cutting, fitting, and finishing simple garments. 6. Care, repair, and laundering of clothing. 7. Clothing budgets. 8. Suggestions for teaching.

Textiles. Text: *Textiles* by Woolman and McGowan. 1. Development of the textile industry. 2. Study of fibers. 3. Processes of manufacture. 4. Identification and economic use of fabrics. 5. Hygiene of clothing. 6. Suggestions for teaching.

Millinery. 1. Study of materials used in millinery. 2. Selection of hats. 3. Making and covering of frames. 4. Fitting, trimming, and lining hats. 5. Renovation, remodeling, and care of hats. 6. Suggestions for teaching millinery.

Woodwork. Fee, \$1.50 per term. 1. The making of articles for use in school or homes, involving cross-lap joint, tongue and groove joint and mortise and tenon joint.

Mechanical Drawing. 1. The making of working drawings for wood construction. 2. Bookbinding. 3. Advancing from sim-

ple booklets suitable for intermediate grades to advanced work in the art of bookbinding.

Drawing and Color. Fee, \$1.50 per term. 1. Composition. 2. Pose drawing. 3. Advanced work in perspective. 4. Advanced work in nature drawing, still life, and cast drawing.

Design. 1. Exercises in making decorative units for borders and surfaces. 2. Stencil designs. 3. Block printing. 4. Batik work.

Interior Decoration. The principles governing the selection and arrangement of all household articles.

Senior Industrial.

Methods and School Management. See Academic Senior Class.

Practice Teaching. See Academic Senior Class.

Conference. See Academic Senior Class.

English. See Academic Senior Class.

Agriculture. Agricultural Education. Text: The Teaching of Agriculture by Nolan. 1. Reasons for teaching agriculture. 2. Elementary agriculture. 3. High school agriculture. 4. Principles in teaching agriculture. 5. The home project method.

School and Home Gardening. Texts: Bulletins from the U. S. Bureau of Education and the Department of Agriculture. 1. Location of gardens. 2. Garden plans. 3. Improving garden soils. 4. Fertilizers. 5. Garden crops.

Laboratory. 1. Planning gardens. 2. Seeds. 3. Mixing fertilizers for garden. 4. Growing vegetables in the garden.

Physical Education. See Academic Senior Class.

Cookery. 1. Canning and preserving. 2. Marketing. 3. Review of theory of cooking and processes of manipulation. 4. Meal preparation and serving. 5. Demonstration Cookery. 6. Invalid Cookery. 7. Adaptation of recipes to school work.

Dietetics. Text. Chemistry of Food and Nutrition by Sherman 1. Fundamental principles of human nutrition. 2. Application of these principles to the feeding of individuals, families, and larger groups. 3. Planning and preparation of individual and family dietaries. 4. Study of the feeding of infants and young children. 5. The school lunch. 6. Suggestions for teaching the subject matter in high schools.

Dressmaking. Text: Clothing for Women by Baldt. 1. Continuation of pattern work. 2. Study of machine attachments. 3. Principles of design and construction. 4. Making of tailored waists, silk or wool dress, two cotton dresses. 5. Hygiene of clothing. 6. Economics of clothing. 7. Professional work.

Home Management. Text: House wifery by Balderston. 1. Principles of scientific management as related to home management.

2. Budgeting and management of income. 3. Management of household operations. 4. Family and group organization. 5. Repair, care, and upkeep of furnishings and equipment. 6. Social customs. 7. Practical work in the Practice House.
- Organization of Household Arts.** 1. Relation of Household Arts to Education. 2. The subject matter of household arts. 3. Aims. 4. Scope. 5. Types of schools. 6. Courses of study. 7. Methods of teaching. 8. Equipment of laboratories. 9. Cost of maintenance. 10. Business management. 11. Reference books, illustration material.
- Woodwork.** Fee, \$1.50 per term. 1. Sharpening and adjusting of tools. 2. Accuracy of tool work stressed. 3. Construction of articles requiring rather difficult joints, such as mortise and tenon, dovetail, etc. 4. The study of the growth of wood, the curing of lumber, and the various methods of wood finishing.
- Crafts.** Fee, \$1.50 per term. 1. Work in tin. The making of toys from tin cans. 2. The study of the pottery industry. 3. Leather work. 4. Cement and Concrete work.
- Drawing and Color.** Fee, \$1.50 per term. 1. Advanced nature study. 2. Outdoor sketching. 3. Advanced still life and cast drawing. 4. Illustration.
- Design.** Textbook: The Principles of Design by Batchelder.
- Methods,** or "what to teach and how to teach it" in Arts and Crafts.
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PSYCHOLOGY AND PEDAGOGY.

Freshman Class.

Practical Pedagogy. A course presenting in simple and concrete form the psychological basis of study, the typical methods of instruction, the daily problems of school life, and the art of teaching in its most practical form.

Sophomore Class.

Psychology. A course in Psychology from the standpoint of educational theory and practice. A brief study is made of physiological psychology, followed by intensive work on the nature and function of the mental processes as revealed in human behavior. Special emphasis is placed on perception association, memory, imagination, reflective thinking, reasoning, judging, attention, interest, feeling, emotion, habit, will, character.

Reading course required. Thorndike; James; Dewey; Titchener; Angell; Judd; Muntsterberg.

Junior Class.

History of Education. A study of the educational ideals, practices and tendencies of the past, the great educational reformers, and the principles derived from them, the origin and development of modern educational theory and practice. The course embraces a study of oriental, classical, mediaeval, and renaissance education, the educational theories of Comenius, Locke, Rousseau, Pestalozzi, Froebel, Herbart, Spencer, present tendencies in education, modern school systems, and the American public school. Reading course required.

References: History of Modern Education, Graves'.

Principles of Teaching. The work in this class is intended to be both scientific and practical. It is based on the laws of psychology and their use in the actual work of teaching. It makes use of modern scientific psychology and especially of recent investigations. The pupil is expected to get practical control of principles by using them. He is expected to have his practices based on well understood reasons and to be able to modify his practices when occasion demands.

References: Dewey, School and Society; James, Talks to Teachers on Psychology; Bolton's, Principles of Education; Bagley, Educational Values.

Child Study. Attention is given to the foundation of child study in other sciences, and to the more general, permanent, and practical truths thus far revealed by students of children, particularly regarding their physical nature, growth, development, abnormalities and defects, with methods of remedy; tests and measurements, meaning of infancy; periods of childhood; suggestion, habit, moral development, influences affecting personality.

References: Kirkpatrick's Fundamentals of Child Study, Rowe's Physical Nature of the Child, King's Psychology of Childhood, Sully's Studies of Childhood, Hall's Adolescence Tyler's Growth and Education.

Methods. Study of the nature, structure, function, and place of the lesson; the working of the child's mind on the progress of the lesson; the development and formulation of principles underlying the recitation, the work of the teacher in stimulating and guiding the child's activity; making lesson plans and teaching lesson wholes under systematic and constructive criticism; methods of presenting subject matter; observation of a variety of type lesson with reports and discussions.

Senior Class.

General and Special Methods. The success or the failure of the work of a teacher is determined by the changes which are brought to pass in the children who are being taught. This course considers

the ends or aims involved and how they may be attained as economically as possible. It deals with habit formation, memory, thinking, individual differences, transfer of training and how to study. A portion of the time is also used in discussing and applying standards for measuring the achievements of children.

School Management and Supervision. This course undertakes to prepare the student to understand the various problems which will arise in connection with the school other than instruction. It deals with routine, daily program, attendance, hygienic conditions, discipline, incentives, coercives, records and grading and the teachers relation to school officers and the community.

References: Dutton, School Management: Foght, The American Rural School: Sears, Classroom Organization and Control.

Secondary Education. A special study of the aims, ultimate and proximate, of the high school, classroom management, selection and presentation of subject matter. Psychology of the subjects taught in the curriculum; plans for type lessons involving the various kinds of learning; Individual differences; Supervised Study; Measuring the results of teaching.

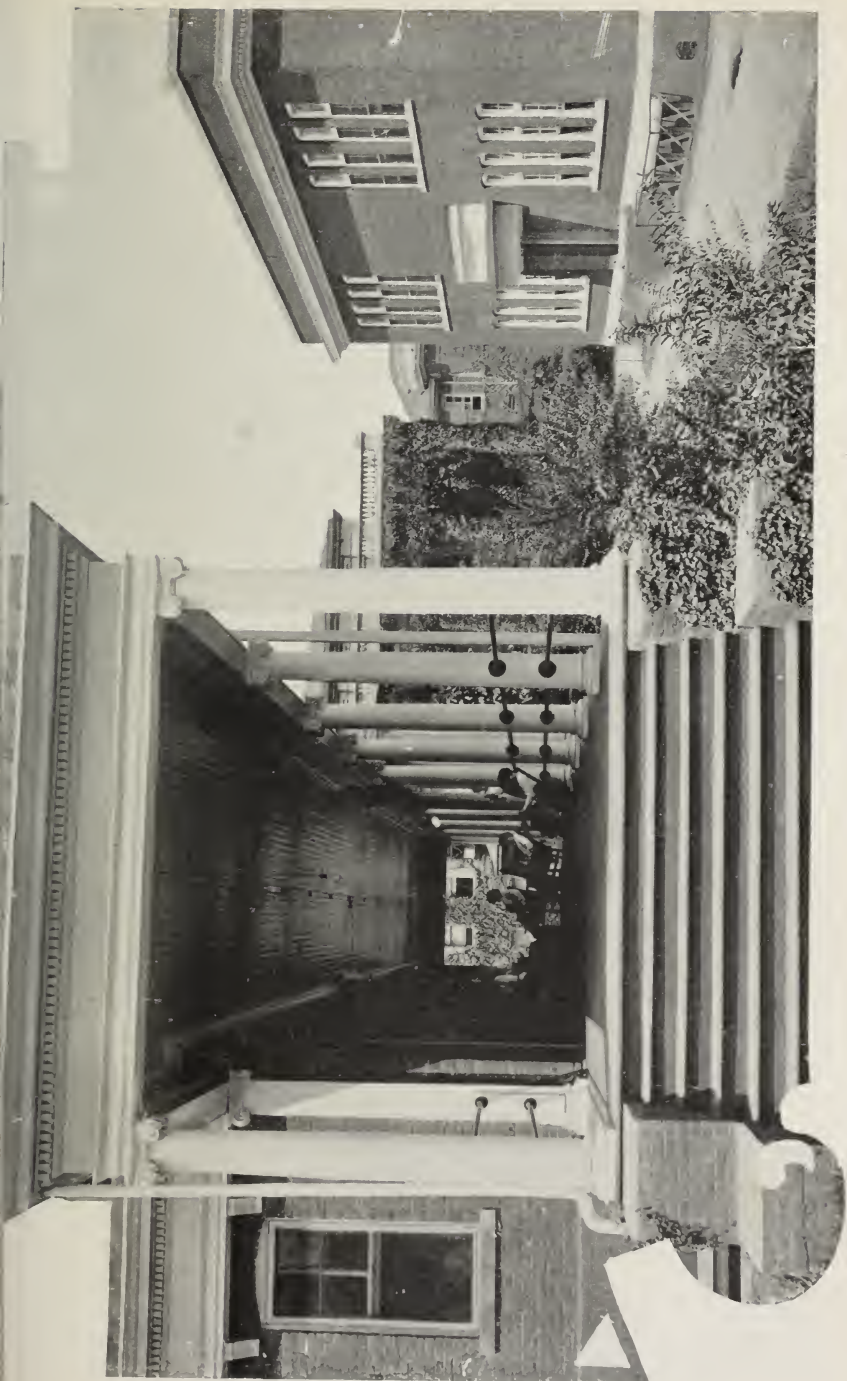
Practice Teaching. Connected with the State Normal School is a well organized, thoroughly equipped Training School of eight grades, which serves both as a school of observation and as a school of practice for student-teachers. Two periods in the morning and one in the afternoon should be reserved throughout the year for observation and practice teaching. Observation is begun in the Junior year and continued throughout the Senior year.

As a means of helping to raise the standard of the rural schools of the state to meet the social and economic needs of modern rural life, a rural school has been established in connection with the Training School, in which student-teachers are given an opportunity to study rural school problems, thereby better fitting themselves for efficient service in country schools.

The members of the Senior class are required to do practice teaching throughout the year in the various grades of the Training School and to co-operate in the work of the Rural School under the supervision and guidance of the head of the department of Pedagogy and the Principal of the Training School, with the sympathetic and constructive criticism of skilled critic teachers. Before teaching, detailed lesson plans are prepared and submitted for criticism.

Special Methods. Observation and discussion of type lessons to be taught in the Training School and in the Rural School. Special Methods in teaching. Reading; oral and silent, word drills, training for rapid thought-getting; Spelling and mechanics of writing; Language—oral English stressed, principles for theme correction;

DINING HALL





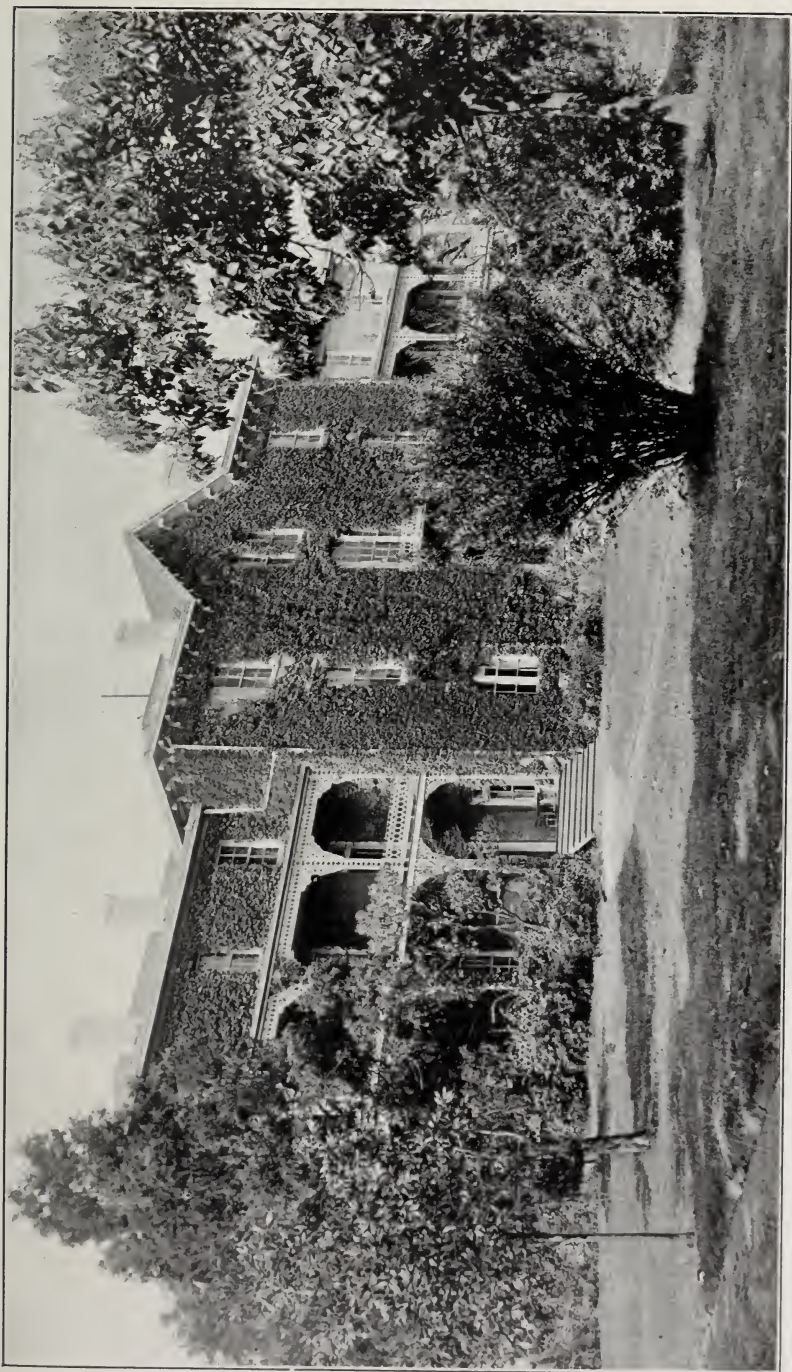
IN THE
READING
ROOM



CARNEGIE
LIBRARY



IN THE
REFERENCE
CORNER



GILMER HALL



MUSCOGEE TRAINING SCHOOL



LOOKING FROM POUND AUDITORIUM



RURAL SCHOOL Playground



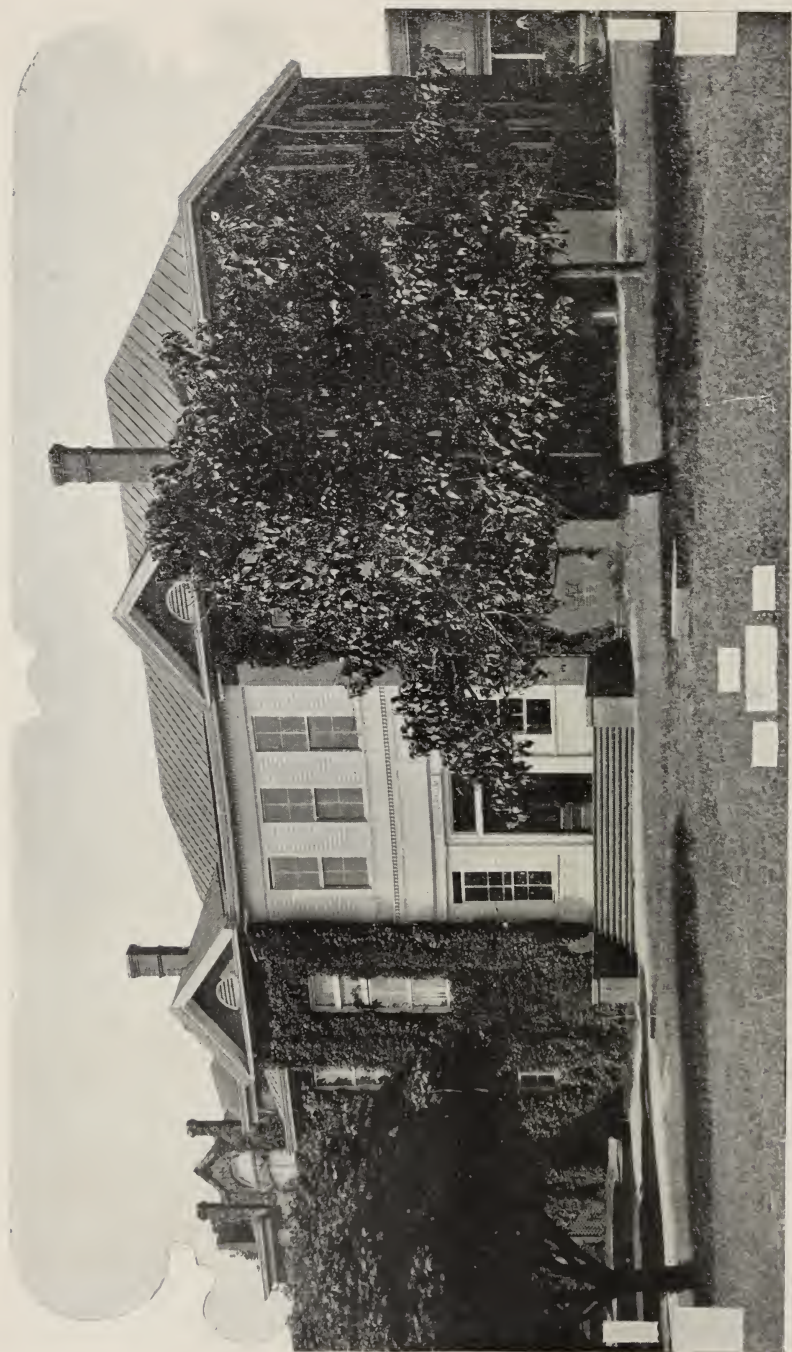
The RURAL SCHOOL



IN THE RURAL SCHOOL GARDEN



AT DINNER, RURAL SCHOOL



OLD AUDITORIUM

Grammar, inductive lessons,—plans for incidental teaching of rules; Arithmetic, course of study in number-work for the grades; Social Studies, special plans for type studies in History, Geography, and Community Civics.

Conferences and Theses. In addition to the bi-weekly class conferences, the officers and teachers of the department of Pedagogy, the officers and teachers of the Training Schools, and all the members of the Senior class meet once a week for conference and discussion of the work of the Training Schools and vital educational problems in general.

Original investigation of some important phase of education, with a written report thereon, is required of members of the Senior class.

School Law. A course of lectures on the salient provisions of the laws relating to the common school system of the state.

Reading Course and Current Educational Literature. In addition to the regular course of study in this department, courses of reading are offered, based upon professional material at hand in the pedagogical department of the Carnegie Library of the State Normal School. A score or more of current educational periodicals coming to the Library form the basis of bi-weekly class conferences throughout the Junior and Senior years.

ELEMENTARY TRAINING SCHOOL.

The relation of theory to practice is the same in teaching as in medicine; hence, schools for the professional training of teachers require training schools for the application of the theory of teaching just as schools of medicine require hospitals for the application of the theory of medicine. The most important equipment for every technical course in the modern school is a well equipped laboratory. In every Normal School the one essential feature is the Training School, it being the pedagogical laboratory in which the student-teacher observes the workings of the child mind and applies the knowledge thus gained in carefully planned teaching acts.

The Training School performs two distinct but related functions: It furnishes regular classes for the observation of expert teaching and serves as a school of practice for students in which they may serve an apprenticeship as actual teachers. In the conduct of practice, it is the general purpose to help students to appreciate educational theory by themselves putting it into practice, and to train them in those practical adjustments which constitute effective teach-

ing. To this end there is a minimum of discussion and a maximum of doing.

It is the purpose of the Elementary Training School of the State Normal School to give to its teachers in training, particularly Juniors and Seniors and Specials, opportunity to observe and apply the most approved methods in education, with the idea of putting these into practice in the schools of the state.

The Training School is amply equipped with a library, a shop, a gymnasium, a kitchen, and a dining room, and the different class rooms are well equipped with modern appliances.

The school is a well organized one of eight grades, and the course of study is planned to meet present needs in the life of the child and to suit the interests of the various periods of child development. The work, so far is practicable, is based upon present day industries, and especially the industries which are taught in the school: Cooking, Gardening, Sewing and Manual Training. In addition to the industries named, the course of study includes Reading, Writing Spelling, Drawing, Painting, Language and Grammar, Literature, Elementary Science, Geography, Arithmetic, Algebra, History, Music, and Physical Training.

Before any student is permitted to do practice teaching in the Training School, the equivalent of academic and professional work as given in the Junior class of the State Normal School must be satisfactorily completed.

The Senior Class is divided into two sections. Each section teaches for four months one period a day and four days a week. Sixteen lessons constitute a month's work. During the time that a section is teaching the other section observes and has special methods in all the common school subjects.

Before teaching in the Training School each student-teacher is assigned a grade and a subject for three months, and is required to make for teaching detailed plans which must be submitted to the critic teacher for correction. After the teaching assignment is made four plans each week must be submitted to the critic in charge, and four must be accepted before a student-teacher is permitted to teach.

Before taking charge of any grade, the student-teacher must observe at least eight lessons in the grade in which she is to teach, and preferably eight lessons in the subject which she is to teach. She must learn each child of the grade by name, and must learn the regular critic teacher's method of managing the grade.

The practice teaching is done under the supervision of the critic teacher the Director and the Principal of the school exercising general supervision.

While actually teaching, the student-teacher meets daily with

the critic teacher for discussions and criticisms of the lessons taught. In these discussions the student-teacher is encouraged to take the initiative in the criticism, that is, to point out defects and to suggest remedies. The Director and the Principal observe the teaching, and meets with the students and the critic teacher as often as is practicable and take part in these discussions. In addition to teaching in the Training School, Seniors are allowed the privilege of teaching and observing in the Athens City Schools.

For one period a week throughout the year, the entire faculty of the Department of Pedagogy meets with the student-teachers in a general conference for directions in the practice teaching, and also for study and discussions of vital educational problems.

In rating the student-teacher's ability the critic teacher considers the following points or their equivalents:

1. Scholarship, ability to formulate a definite project for each lesson or series of lessons, to select the vital points in the solution of the projects, and to concentrate teaching about these few points.

2. Initiative in planning lessons and provisions for initiative on the part of the pupils; initiative in securing and in using adequate materials, the care of the same, and in the care of the room.

3. Sympathetic understanding of child nature, tact in managing children, in securing and holding attention, and in keeping all children profitably employed.

4. Earnestness, persistence, promptness, responsiveness to suggestions, attitude toward criticism, co-operative school spirit.

5. Definite grades are given on the following points and from these a general average in teaching is made:

Scholarship, discipline, teaching ability, initiative, resourcefulness, executive ability, personality.

At the expiration of each teaching assignment, critic teachers make reports, from which an annual report is made for the employment committee. This report consists of a general estimate of the student's ability and promises as a teacher and such special characteristics as will be helpful to the employment committee in properly supplying teachers for the positions which they are requested to fill.

THE RURAL SCHOOL.

Modern educational thought has entered about the city school; social and economic forces have developed the city more rapidly than the country, thereby retarding the growth of the country school and country life in general.

It is our purpose with a model building and modern equipment to help in adjusting the rural school to the agricultural and domestic life of the country; to demonstrate ways in which a rural school may be the social center of community life; to adjust the course of study to rural conditions and interests; to study the problem of the consolidation of schools, to show what may be done by one teacher in carrying out a practical course of study; to bring the student-teachers of the State Normal School in close contact with the actual problems of the country school. A schedule is arranged by which they may observe the daily work of the school and have practical experience in teaching in a country school.

The building is modern, consisting of a main school room, cloak room, and veranda. The size of the cloak room permitting one side of it is utilized as a kitchen. Here a three-burner oil stove has been installed and demonstrations of simple cookery are given. One corner of this space is used for individual drinking cups and towels.

The equipment of the school is good. Individual desks are used. A large stove with zinc jacket about it furnishes heat. Three sides of the room are covered with the best green hyloplate boards. Four large windows admit all the light from one side. Both doors and windows are fitted with gauze. Two roomy cabinets are used respectively for library and dishes and linen.

The kitchen and the flower and vegetable gardens are the centers of activity. The children are country children, most of them the sons and daughters of farmers. They study practical agriculture along with their garden work. They germinate seed, study the soil, and learn the various parts of the plant. The garden work is not simply experimental; the children use on their table the vegetables which they cultivate. Some of the products are marketed. Many practical lessons in Language and Arithmetic are based upon this industrial work.

The idea of the attractive in furnishings is not overlooked. Above the boards, borders of burlap in soft brown are mounted. On these the color work of the children is arranged. A few copies of the masterpieces also adorn the walls. Shades of restful color and bright stenciled curtains cover the windows.

The playground space is ample, and as much outdoor gymnasium work as is practicable is given.

Forty children may be comfortably accommodated at one time. The school is limited to seven grades, and the courses of study adopted for the state schools is carried out. In addition to this, training is given in practical school gardening, domestic science, singing and some manual and color work.

One of the most attractive features is the noon lunch each day. The table is set for a meal, and teacher and children lunch together. The boys and girls wash the dishes and store them away. This furnishes opportunity for teaching many neglected lessons, and the refining influence of this training is noted.

From four to six student-teachers are assigned to this school every month, having done observation work before beginning their actual teaching.

The school is a country school and has the sympathetic cooperation of the County School Superintendent and the county board of education.

ENGLISH.

Review Class.

Composition: This course is for those students who are not sufficiently acquainted with the rules for use of capitals and punctuation, and the principles governing the correct choice and use of words, the proper construction and arrangement of sentences and paragraphs, and the uses of the various forms of spoken and written discourse to take up the study of formal rhetoric in the Freshman Class.

American Classics: Every boy and girl should have an intimate acquaintance with the works of the great American authors: Irving's Sketch book, Cooper's The Last of the Mohicans, the poems of Bryant, Whittier, Lowell, Longfellow, Poe, and Lanier, and some of the best work by the great American story writers should be read appreciatively by students in this class. Whatever of these works have not been studied by the majority of the class before entering the Normal will be taken up and either studied in the class-room under the guidance of the teacher or read outside of the class and written reports made upon them to the teacher.

Freshman Class.

Rhetoric: The purpose of the course is to train the student to a better power of expression and a more intelligent enjoyment of literature. Combined with rhetorical theory, there will be much practice in composition. The emphasis will be placed upon the

development in each student of an easy style which preserves individuality while compelling the writer to conform to good usage.

English Classics: Students entering the Freshman Class are supposed to have had studies in the works of the principal American authors. In this class the purpose is to give them an intelligent, interesting, and affectionate knowledge of some of the great masterpieces of English literature. Some of these may have been already studied in the high schools of the state. Such students should show an acquaintance with Scott's *Ivanhoe*, *Lady of the Lake*, George Eliot's *Silas Marner*, Dickens's *A Tale of Two Cities*, Goldsmith's *Vicar of Wakefield* and *Deserted Village*, *The DeCoverly Papers* of Addison and Steele, and Tennyson's *Idyls of the King*. Whatever works in this list have not been studied or read by the majority of the class will form the material for class-room work and outside reading, and the list will be supplemented by as much additional material from English and American classics as the class can master during the year.

Sophomore Class.

Literature: English Literature. This is a course in the history of our literature, beginning with its origin in Anglo-Saxon times and bringing its story down to the present. A text-book is used in order to give the historical setting of the authors and their chief works as well as their relative importance. After the study of the life of an author and his times in the text, his principal work will be studied. The course is intended to be a complete review of English literature.

Themes: Two periods a week are devoted to a thorough review of the principles of English composition, accompanied by constant practice in the writing of social and business forms, stories, descriptions, expositions, and arguments.

These compositions are criticized in the class and all errors corrected by the students.

Junior Class.

First Semester. This term is given to an appreciative and critical study of the chief English poets of the Nineteenth Century, especially Tennyson and Browning. The emphasis is placed upon thorough understanding of the thought and feeling in the author's work the study of form being left to the next semester.

Second Semester. The work this term consists of lectures on *The Elements and Kinds of Literature*, each lecture being followed by a series of studies from the book of selections, the purpose of which is to familiarize the student with the emotional, imaginative, intellectual, and formal elements of poetry and prose and the different kinds of poems, such as the Epic, Lyric, Ballad, Sonnet, Song, Pastoral, Elegy, and the Drama, and the various forms of prose,

according to which the mind unfolds. The work is fundamental, because it develops something in the pupil's mind power at every step; and practical, inasmuch as his practice is constantly tested by his ability to move his audience.

Literary Analysis—Fundamental principles of expression; intellectual conception; development of power to read ideas; training of the eye; cultivation of simple emotions; series of studies for development of directness; practical exercises for cultivation of animation in reading and speaking, and in naturalness and simplicity; relation of reader to audience; commanding attention; intensity of expression; development of momentum; studies in light and shade; subtlety; studies in fulfillment of author's purpose; studies in atmosphere.

Dramatic interpretation, and presentation of scenes from the best dramatists. Richard II, Richard III, Julius Caesar, As You Like It, The Merchant of Venice, Romeo and Juliet, and Twelfth Night.

Senior Class.

To some extent, time during this year must be given to methods, in order to prepare the students for teaching. This part of the work will consist in methods for Primary and Grammar grades, and will include lectures, discussions, and practical illustrative exercises. Some of the phases of reading studied are: the relation of reading to other studies in the curriculum; methods of getting good reading enunciation and pronunciation; phonics; pitch, inflection, modulation, model work; the development lesson; conduct of the reading lesson; emphasis of the importance of good oral reading on the part of the teacher.

The Senior work will also include Prose Forms and Poetic Interpretation—expressive study of Description and Narrative; Epic, Lyric, and Dramatic poetry, with special reference to the needs of the interpreter. Drill on steps of advanced criteria of expression. A study of all reading books adopted by the State of Georgia.

Dramatic study and interpretation, plot, character study, and presentation of scenes from Shakespeare, and from modern dramatists, as Ibsen, Rostand, Hauptmann, Maeterlink, Yeats. Thorough study of Browning and the Dramatic Monologue.

Required reading: Hamlet, Othello, Lear and Macbeth.

MATHEMATICS.

The Department of Mathematics strives to lay a thorough foundation on which our students, who are prospective teachers, may successfully build. Lack of this foundation work is the cause of most of the poor teaching of the subjects of elementary mathematics;

poor teaching in turn leads to confusion in the mind of the pupil, lack of interest, and a consequent distaste for, and a dread of, the subjects.

The subjects outlined in this course, if rightly studied, are of great practical value to the student in many ways, especially to prospective teachers, and of course are pre-requisites for higher work in mathematics.

Review Class.

1. Algebra. An elementary course, giving thorough and modern treatment of the most essential topics. Students applying for this course must present credits for one year's work in elementary algebra or take examination on the first year's work.

2. Arithmetic. In this course, emphasis is placed upon the fundamental principles and processes and a thorough drill upon the most practical topics, including numerous industrial problems.

Freshman Class.

1. Plane Geometry—Five books. In this course exercises requiring the use of instruments are introduced from the first. The work includes practically all the exercises and corollaries of the text, and demonstrations of theorems are followed immediately by applications in practical and original exercises.

Our aim is thorough mastery of this subject, even if only a few propositions are covered in a given time. Mastery is the key to progress in all mathematics and in geometry the test of mastery is the original exercise.

Sophomore Class.

1. Applied Mathematics. This course includes the essentials of solid geometry correlated with arithmetic; algebra, and plane geometry. The work of the course centers about mensuration, requiring the measurement of all plane surfaces studied in arithmetic and plane geometry, special attention being given to actual measurements and constructions in the mensuration of surfaces and solids. The course includes not only the demonstration of propositions by geometry, but also the development of many of the rules and processes of arithmetic—an important fact for teachers whose business it is to know the why as well as the how of the processes in mathematics.

A set of dissected solids is supplied and serves to add interest and to give the work a concrete basis.

Junior Class.

Plane Trigonometry. This course includes the topics usually given in such a course, the solution of different kinds of triangles

and other plane surfaces, (1) using natural functions, (2) using logarithms; the solution of trigonometric equations, problems in heights and distances, deriving formulas, inverse functions; abundant practice in solving exercises and problems.

Senior Class.

Analytic Geometry. The course gives the necessary training and preparation for more advanced mathematical study. Following a brief review of algebraic and trigonometric conceptions, many exercises are given requiring the application of coordinate systems and showing the great advantage of the analytic method of solving geometric problems; the development and application of formulas; the relation of an equation and its locus; the properties of loci; polar coordinates; conic sections, etc.

ELEMENTARY SCIENCE.

Review Class.

General Science. The purpose is to keep the pupil related to life and the forces and phenomena so commonly neglected as the mind is occupied with books. To keep and improve health of body and mind; to see that life is obedience to Law and to learn this Law and love it.

Freshman Class.

Physics—Scope: Matter and Force and the relation of these to Life and Progress.

Laboratory Work: One Hundred Experiments, more or less, acquainting pupils with interesting and valuable applications of Physical Laws, answering questions by trial, gaining skill in doing, training the power of interested observation.

Method: Text book to teach study, experiment to develop sight and sense and give clearer ideas; to train the pupil to see and to understand—to answer the questions, What? and Why? Much has been done for one who has learned to ask and answer these questions; Science is the most fertile field for the development of this practical intelligence.

Means: The school has a good laboratory equipment and supply of apparatus for purposes of illustration. Pupils are trained in getting acquainted with forms and forces around them. They also learn to make simple devices to use in schools where no apparatus can be bought. A Powers Motion Picture Machine has recently been installed and is used with telling results in Visual

Instruction. Visiting industrial plants is best but a movie showing is next best and consumes less time.

Motives: To appreciate the world, the forces with which it is filled and the way in which man has used them; to understand the physical basis of our present day civilization and teach our dependence upon machine and force; to show that man must choose between Science and Savagery; to direct the attention of the pupil to the wisdom shown in every property of matter and characteristic of every force, and to bring him face to face with the fact of abundant wisdom and goodness.

Sophomore Class.

Biology. The plan is to study typical plants and animals, leading up to a more detailed study of human physiology, anatomy and hygiene. This includes a study of protoplasm, metabolism, growth, reproduction, heredity and evolution.

Instruction is given in the use of the microscope, the preservation of specimens and the making of collections.

Field work and living organisms are studied when possible; otherwise, preserved specimens, models, microscopic sections, the stereopticon and rodipticon are freely used and several animals are dissected.

Chemistry. Scope: Elements and Inorganic Compounds are studied with enough theory to make the work have meaning. In addition to the regulation study of organic Chemistry attention is given to the saving of wastes in home and on the farm, and practical uses are carefully studied. Pupils are taught the relation the subject of Chemistry has to comfort and civilization. Stains, fumigations, tests for impurities in food and drink are sample topics treated.

Theory: Mental drill can be found in any study, but the mental powers are exercised in different ways by abstract studies and by those dealing with realities more directly. Sciences is the proper source for material used in language and the best field for the application of Mathematics.

Means: In the laboratory pupils are taught to do; action is the law of real learning. A good equipment, a manual, and faithful practice under criticism develop practical efficiency.

HISTORY.

The Department of History aims to assist students to gain such knowledge of the past as is essential to the understanding of life today: to train students in habits of accuracy of attention and

research, in the use of library references, and in the expression of trustworthy opinion of facts, to furnish training and experience in methods of historical teaching, to equip future teachers with better methods, clearer understanding of texts and material for use in the common schools of Georgia.

General Requirement of all Classes: In addition to the text, required readings and reference work are assigned in every class, and all history work will be tested by regular written assignments.

For entrance:—Students must prove ability and preparation by properly attested credits or by tests of knowledge and intelligence.

Review.

Ancient History. Prerequisite: Any intelligent pupil having ordinary common school training of the eighth grade is able to succeed in this class.

Freshman Academic.

Mediaeval History. Prerequisite: Such preparation as is usually given in public schools in American, English, and Ancient History may be offered as fulfilling entrance requirements, but no course in General History will be accepted as equivalent to or as fulfilling any requirements of the Freshman class.

Purpose: This course is designed to lay the foundations for the understanding of modern institutions with the emphasis on government and culture. It is in the line with the best modern practice and recommendations of Committee of History that European History of High School grades should be covered in a two year course of which this is the first half.

Industrial Freshman.

Civil Government. Prerequisite: Completion of eighth grade training will be accepted as entrance preparation for this class.

Purpose: To fit teachers for patriotic service as citizens, and to give such understanding of the elements of government as will enable them to cooperate in all endeavors for the making of citizens in our schools.

Sophomore.

Modern European History. Prerequisite: Completion of Standard High School Texts Ancient and Mediaeval History, and as noted; no General History text may be offered as fulfilling the requirements for Sophomore preparation.

Purpose: To give the student a thorough understanding of modern democratic institutions as training for the interpretation of events of our own times.

This course completes the Elementary Study of European History

begun in the Freshman class; required of all students for graduation. Students wishing credits in this course must present properly attested credits or prove ability by examination upon entrance.

Junior.

Political Science. **Prerequisite:** Completion of Standard High School Courses and texts in Modern History.

A course in the elements and application of Political Science.

Purpose: To give an understanding of our fundamental institutions and governmental organization, and some intelligent comprehension of sound Americanism and social service. This course is elective, no pupil is required to take it; it is designed to enrich the equipment of teachers of History in the common schools by definite contributions to culture and method.

Senior.

American History and Government. **Prerequisite:** 1. A sound knowledge of standard high school texts in Ancient, Mediaeval, and Modern European History. 2. The ability to interpret current history as found in newspapers and periodicals. 3. Practice in use of library methods and tabulation of facts. 4. Some experience in elementary research. 5. The power to express sound conclusions in clear English.

This course is based on preparation, requiring completion of standard high school work in History; it is designed to give an intelligent comprehension of life about us in our own country, and the requirements of citizenship; to give teachers mastery of approved texts and methods. It is the fourth and final year of a reason and thorough survey of the elements of History, according to the recommendations of our National and State authorities, and in line with the practice of our best schools of State and Nation. It is elective, and no student is required to take it; but it is difficult to see how any teacher in the schools of Georgia can afford to neglect training in the very foundations of patriotism:—the understanding the making of our own country, its history, its institutions, and its great men.

Courses in Current History.

During the years 1917-18, courses have been offered in the State Normal School in Sophomore, Junior, and Senior classes, in the Causes and Conduct of the World War: 1. Military and Diplomatic Causes of the War. 2. The Balkan States. 3. The Colonial Conflicts in Africa. 4. The Generals and Campaigns. 5. Work of the Allied Armies; especially The Contribution of America to the World War.

In 1917-18, a course has been offered on The Peace Conference

in Sophomore and Junior classes. 1. The History of the Peace Movement and the Hague Conferences. 2. Groups of Nations Represented. 3. The Covenant and Peace Treaty. 4. Leaders of the Allied Councils. 5. The Paris and Versailles Conferences. 6. The Settlements of Claims of Nations. 7. Reconstructions, and Reparations.

Current Event Courses have been offered in the Junior and Senior classes 1919-20. Interpretative studies of Events and Industrial and Political Conditions and Reconstructions based on Current History as traced in Periodicals.

Elective Certificate Course in History.

For a certificate, with History as a major, additional elective History courses will be offered with work in Geography, Economics, Civics, English, and Psychology as may be recommended by the Head of the department. Special courses, however, cannot be offered to classes of less than ten students.

DEPARTMENT OF RURAL EDUCATION AND ECONOMICS

The Department of Rural Education and Economics was re-established last year and the Department has organized the course that is described below. The course has been so constructed that when the graduate enters the field she is thoroly acquainted with what she is to do and meet. She knows her State; its school laws; the authorities in the State; the proper school grounds and buildings; the field of equipment; she understands the making of a daily program; rural life is given to her, rural teacher problems are taught her; she has a thoro knowledge of the community, its origin, growth, structure and activities. These are but the fundamentals—a mere insight into the workings of the course. The endeavor is to have the teacher enter the field with experience. Special stress is made to have the student love her own state and own county and love them well enough to go back to them and give of her talents and efforts in their advancement. Sociology and Economics have been distributed thru the course—taking the place of the theoretical course that existed before the course was established. Business methods are stressed and the teacher-in-the-making is taught practical business principles. We want the course to be a vital connecting link between the State and School. We want it to be full of practical knowledge for the new teacher. We want it to reach a helping hand into our State in the building of Educational standards.

Sophomore Industrial Course.

~~Rural Education and Economics D.~~—A Study of Georgia. A know your-own-state- course. The endeavor is to have the student know her own state—especially the modern tendencies. The work is in direct line with the Georgia Club. There is no text book used. The course is a lecture and recitation course. A note book is kept. Most of the work is done with outline maps. A further discussion of the course is given under the head of "Junior Academic" course.

Sophomore Academic Course.

~~Rural Education and Economics—C.~~ A Study of the Community. It is given with an attempt to have the student realize that she is part of the life about her and must be a working force for advancement in the community. As a teacher she must be a leader. A consciousness of community affairs and a wide awake realization of the importance of knowing the community will help to develop this leadership. The course begins with a study of society—especially stressing the social institutions such as the Home, School, Church, State, and Economic Specials.

The student then organizes a community; studying each phase of the organization. At least a month is taken in the study of Community Hygiene. The National and State Health programs are studied and epidemics are treated from the community standpoint. An individual pride of the physical is urged and an attempt is made to list the student in community sanitation work. A special study of the school as a community center is then taken up. Community recreation—a study of the facilities, methods, and places for recreation and play is made. The student then learns about community customs and laws. The course closes with a study of community economics—community problems and suggested solutions.

Junior Academic Course.

~~Rural Education and Economics B.~~—A Study of Georgia. It will be noticed that the course is very similar to the one given to the Sophomore Industrial class. This course is the regular course in the outlined plan of the Department—covering the Sophomore, Junior and Senior Academic classes. There is no text used but the student does a great deal of reference work. The work is mostly done with outline maps. As a special part of the course the student writes a short history of the county from which she comes. The first part of the year is given to a study of an historical background for modern Georgia. Then the student is given the Geography of Georgia—stressing, regional, surface, boundary, group, size, location, length and many other geographical features. A minute study is made of the population. The census is used



PRESIDENT'S HOME

DAINTIES
from
THE
HOUSEHOLD
ARTS
DEPARTMENT

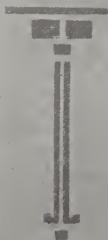




WINNIE DAVIS PORTICO



BRADWELL
HALL





SCENE ON THE CAMPUS



SNOW ON THE CAMPUS



AT WORK IN
THE LABORATORY



*In the
Laboratory*



largely and especially the Abstract for Georgia. Some of the phases studied are—growth of, total, rural, urban, increase or decrease of, whites in, blacks in, totals and percents of each, growth since first census of—population. The divisions of population as race, color, nativity, and sex is studied. Illiteracy is made a topic for discussion. All the phases including—causes, social and economical results of, and remedies for illiteracy are studied. A short course in Georgia civics is given. Especially dwelling on the methods of taxation and political divisions.

The second part of the scholastic year is given to a study of the modern industrial and agricultural developments in Georgia. The crops are studied—cotton, corn, oats, wheat, potatoes, etc. Fruits as—peaches, melons, apples, pecans, etc. Live stock—hogs, sheep, horses, mules, etc. Home raised food with emphasis on the marketing facilities is given.

All the commercial mineral resources are studied—their uses, where found in Georgia and their composition. The water power, good roads, wealth, industries, public health, etc, are made topics of discussion and study.

Senior Academic Course.

Rural Education and Economics A.—A Study of the Rural School. It is mostly a lecture course, with reference reading and note book work on the part of the student. As special work—each student draws a map of the county from which she comes and places on it the white schools. A questionnaire is then sent out for each school represented on the map and results are tabulated and studied. The first part of the course is a study of Rural School Architecture. The Building—outside and inside is studied, heating, lighting, ventilating, etc are made special topics. After the building the grounds are studied. The kind of ground needed, what houses should go on it, etc.

Play and Recreation is a topic—the equipment of a playground and games for rural boys and girls. Consolidation is studied—reasons for and results of. To the rural teacher the making of a daily program is one of the hardest problems. The course lays special stress on this topic. The students works out daily schedules for different schools of different sizes. She is introduced to the supervisors, agents and clubs that she will meet when in the field. Their duties and work are given to her. She studies rural school equipment. Catalogues and material is shown the student. The year is completed with studies of the rural community, community problems, teacher problems and suggested solutions.

County Clubs.

Nearly every county in Georgia is represented at the State Normal. Many of these counties have enough students to organize and there are more than twenty county clubs. The development of these clubs is under the supervision of the Department. There are a number of benefits to be derived from these clubs. Among the most important are—a definite way to study home county and home conditions; a united band to aid in the development of county affairs; a splendid way for those from home to get-to-gether; a medium to interest other students in the school; a source of great pleasure and leisure. These clubs are doing splendid, constructive work. More counties are to be organized and it is the aim of all of them to keep up the supply of members from year to year and to be of real SERVICE to the people at home.

AGRICULTURE.

Junior Industrial Class.

Animal Husbandry. The relation of farm animals to permanent agriculture, the principles involved in feeding, the importance of balanced rations to secure the proper development of animals will be the foundation for this course. Later a detailed study will be made of different breeds of animals, as cattle, swine, horses and poultry. Considerable time will be given to the feeding, care and management as well as the various breeds of poultry.

One period per week will be devoted to laboratory work in the study of feeds, testing milk, working out balanced rations and determining the profitableness of certain individual animals.

Three periods per week for the first semester.

Agronomy. This course will consist of a study in soils; the importance of the conservation of soils, the value of soil water as well as the means for the retention of this water. The value of manures and commercial fertilizers, and a crop rotation as a factor in permanent agriculture will be stressed. A number of farm crops will then be taken up in detail, with regard to varieties, means of improving, the insects and the diseases of each crop studied.

One period per week will be devoted to laboratory work with soils, fertilizers and crops.

Three periods per week for the second semester.

Senior Industrial Class.

Agricultural Education. The value and importance of teaching agriculture in the schools and its relation to the development of ideals for the country community will be discussed. The essentials

in the successful teaching of both elementary and high school agriculture will be made clear and definite, and a careful study will be made of the home project method.

Two periods per week for the first semester.

School and Home Gardening. In this course a careful study will be made of garden plans after which the students will be required to make one suitable for local needs; using varieties that are best adapted to this climate. The best method of keeping fertile the garden soils and the use of manures and commercial fertilizers, the insects and diseases affecting garden crops are among the other topics that will be taken up.

Laboratory work will be required one period per week in which actual practice in growing a garden will be done as well as knowledge gained in the application of fertilizers; an acquaintance with different varieties of vegetables and the importance of spraying in the control of insects and diseases.

Senior Academic Class.

Agriculture. This is a course in elementary agriculture designed to meet the needs of teachers who expect to teach the subject in the common and high schools. The topics studied will be those usually discussed in a text on general agriculture but in addition laboratory work will be required and suggestions will be given for the best methods to be used under varying conditions of teaching this subject.

Two periods per week will be given throughout the year.

Motion Pictures and Slides. Motion picture films and slides are used from time to time during the year. This method of teaching agriculture has proven to be not only valuable and instructive but interesting as well and is frequently relied upon to supplement the class work of teaching agricultural topics.

LATIN.

The aim of this course is not only to obtain a mastery of forms by insistent drills in paradigms and vocabularies with a view to translation, but also to secure mental discipline, improvement in English, and the benefits to be derived from a study of the contents on the literary, historical, ethical, and aesthetic sides.

Review Class.

The work in this class is planned for those who wish to review the subject, and who have had one year's Latin. Caesar, Book I, II, III with drills in declensions, conjugations, the uses of Subjunctives, arrangements of words and clauses. Any text of Caesar

may be used, but preference is given to Gunnison and Harley. Latin Composition.

Freshman Class.

Cicero's Orations against Cataline, I, II, III, IV. Special attention is given to the uses of the Subjunctive and the Infinitive. Sight reading is given as time affords. Latin Composition.

Sophomore Class.

Work in Vergil; I, II, IV, VI Books of the Aeneid. Attention is given to the life of Vergil; his rhetorical figures and methods of emphasis. Also Vergil's great influence upon literature.

Junior Class.

I Semester. Selected Odes from Horace, Books I, II, III. There is some practice in reading at sight.

II Semester. Stories from Livy:—Camillus, Manlius, and The Great Latin War.

Senior Class.

I Semester. Selections from Cornelius Nepos:—Miltiades, Themistocles, Pausanias, Cimon, Lysander, Alcibiades, Conon, Iphicrates, Timotheus.

II Semester. Selections from Ovid's Metamorphoses. Sight reading is given through the year.

FRENCH AND SPANISH.

French.

A two-year elective course offered to Juniors and Seniors and optional with some other studies as shown in curriculum.

First Year French—Junior Class.

Thorough study of grammar and syntax.

In the last part of the year, reading of French text, translation and the writing of lessons in French.

Practice in conversational French.

Second Year French—Senior Class.

Continuation of first year in grammar and syntax.

Translation from English into French; dictation; French composition; reading of about six hundred pages of standard authors, classical and modern; parallel reading and conversational French.

A third year course in French is offered to students who have had a two year course in French either at the Normal School or at any other institution of college standing.

This course, optional with other studies as shown in the curriculum, is in the nature of a graduate course and is conducted entirely

in French. Students applying for this course must have a thorough knowledge of French grammar and syntax, a good reading knowledge of the language, and must be able to understand spoken French.

Spanish.

A two-year elective course offered to Juniors and Seniors and optional with some other studies as shown in curriculum.

First Year Spanish—Junior Class.

Introductory Spanish course based upon natural method and the most essential rudiments of grammar. Inflections, forms, verbs and syntax are carefully taught from the beginning.

Translation—Reading of easy Spanish text—practice in conversational Spanish.

Second Year Spanish—Senior Class.

Continuation of first year in grammar and syntax.

Translation from English into Spanish; dictation; Spanish composition; reading of about six hundred pages of standard authors; parallel reading and conversational Spanish.

GREEK.

A two-year elective course offered to Juniors and Seniors and optional with some other studies as shown in curriculum.

First Year Greek—Junior Class.

Greek I—1. Special attention to Elementary Syntax; 2. Principal parts of about one hundred common irregular verbs; 3. Translation.

Second Year Greek—Senior Class.

Greek II—1. Continuation of grammatical work; 2. The reading of books I-III Xenophon's Anabasis.

HOUSEHOLD ARTS.

Fees. A fee sufficient to cover the necessary expenses is charged in classes where laboratory work is done. These fees are due and payable in advance—at the beginning of each semester.

Cooking Uniforms. Every girl taking cooking is required to have at least two all white cooking aprons, two hand towels three-fourths of a yard long, and two navy blue or white denim pot holders six inches square. The aprons must be made according to Pictorial Review Pattern No. 7836. The material should be firm, of good weight—cotton sheeting, "Fruit of the Loom," "Cabot Cotton," Normandy linen or Indian Head are suggested. The apron should

be made even with the skirt of the wearer. These articles should be made and brought from home ready for use at the beginning of the term.

Freshman Class.

Sewing. This course gives a general knowledge of garment making. The various stitches and processes ordinarily used in sewing are taught in the making of simple articles. Hygiene and economics of clothing are studied in elementary form.

Sophomore Class.

Cookery. An elementary course in cookery designed to give a working knowledge of household processes connected with food. Attention is given throughout to sanitation, right habits of working, and to the care and management of kitchen furnishings.

Junior Class.

Foods. This course begins with an elementary study of metabolism. This is followed by the classification of foods based on their chemical composition, and a detailed study of the important foods under each class. Special emphasis is placed on the nutritive value of each food, its place in the diet and its economical value. The subject is also considered from a professional standpoint.

Cookery. A laboratory course in which food preparation is coordinated with and based upon a study of the composition and nutritive value of foods. It is planned to give a thorough understanding of the principles underlying the preparation of different types of food, and also, to secure a fair degree of skill in manipulation of materials and utensils. Emphasis is placed on neatness and orderliness and economy in use of materials. Simple home meals are planned and served, and the cost of food in relation to the income of the home and of the school is studied.

Plain Sewing. This course includes the fundamental processes of elementary sewing. Emphasis is placed on selection of materials with relation to design, utility, durability, and cost, and the care and repair of clothing. Simple garments are made for which both drafted and commercial patterns are used. Good technique and high standards of workmanship are stressed.

Textiles. This course comprises the history and development of textiles, the study of fibers, and the identification of fabrics, with emphasis on those points which affect the appearance, wearing quality, prices, and uses of materials. Suggestions are made for the correlation of the subject matter with other clothing subjects.

Millinery. A course planned to meet the needs of students who are preparing to teach. It provides instruction in the designing, selection, making and trimming, care, and remodeling of hats. Suggestions for teaching millinery are included.

Household Arts. This is a survey course of the principles of home making planned for academic students. Such topics as the consideration of the family as a unit of society; the organization of the household, its general purposes, and the economic and social relations are discussed, with emphasis on household conditions as affecting the health and comfort of the family and community. The topics are approached from the practical standpoint, suggestions are made for further investigation of subjects and for teaching the subject matter.

Senior Class.

Cookery: This course is a continuation of Junior Cookery, and provides opportunity for review of the principles of cookery, substitution and variation of recipes, economical uses of left overs, and adaptation of recipes to school work. Simple problems in home canning and preserving are given. Practical problems are provided for the planning, purchasing, preparation and serving of food for groups under pressure of economy of money, time and effort. A series of lessons is devoted to demonstration lessons. Class discussions are held on sequences of lessons, management and cost of lesson for public school classes.

Dietetics. Lectures, discussions, and laboratory work. This course presents the fundamental principles of human nutrition and their application to the feeding of individuals, and families under varying physiological and economic conditions. A study of the proper diet for infants and young children, and of the school lunch, is included. The selection of subject matter, the adaptation of material and methods of presentation for high school pupils are discussed.

Dressmaking. This course is planned for those who have had instruction in elementary sewing. The aims are to give the student a broader understanding of the scope and content of the subject matter in clothing by including problems which embrace the fundamental principles involved in the selection and design of clothing the theory and use of color, pattern making, and clothing construction. Professional work is included.

Home Management. This course is designed to give the students actual practical experience and skill in the organization and management of the home, to test the ability of the student, and to set social relations and standards. It consists of class discussions and related practical work in the Practice House. The problems of the Practice House are used as a basis for the class discussion. The Practice House is owned by the Institution and is in charge of an instructor of Household Arts. The house maintains itself, and keeps up its own equipment. Every senior, majoring in Household Arts, is required to live in the house at least thirty days.

Organization of Household Arts. A professional course, consisting of lectures and class discussions designed to meet the needs of students majoring in Household Arts. A study is made of the history, organization and promotion of Household Arts and its articulation with the general school system. Such problems as organization of subject matter, courses of study for special types of schools and equipment of laboratories are given. Special methods in class organization and management are discussed, and reference books, bulletins, and pamphlets are reviewed.

MANUAL ARTS.

Manual Arts, as we wish the reader to understand the term, is not merely hand work, nor is it training in the use of tools, nor is it merely art work or "hand painting," but we believe it to be mental training through the use of the hand and mental pleasure through the attainment of the knowledge of the principles of art and industry.

The student is supposed to become "hand with tools," but that is not enough; Manual Arts must mean in the end a knowledge of tools and tool processes, a knowledge of some of the elements of several of the common industries; and it must mean in addition, a knowledge of what makes a constructed article a worthy article from the artistic standpoint as well as from the utilitarian.

For the convenience of the instructors, our course in Manual Arts is divided into two main lines of endeavor, which are in truth very closey interdependent, namely "The Arts" and "The Crafts," (the aesthetic, and the utilitarian).

The **Crafts** has to do with the Industrial aspect of the course. By Crafts, we mean the constructive work that goes on in the school shop, such as the making of articles requiring the use of the wood-working tools, or of the tin working tools, or of the textile working tools.

The **Arts** deals with the decorative part of the work. It deals with the making of designs for (1) the beautifying of objects made in shop. (2) of the study of nature, by representing its beauties through use of pencil or brush or pen. (3) the training of the eye to see beauty all about, of the hand to show by a sketch what could be only inadequately described by means of spoken or written language.

Freshman Class.

Drawing. Fee, \$1.50 per term. 1. Theory and practice of drawing. Representation of objects of nature. Drawing of grouped objects. Drawing from casts. By means of the foregoing to teach

the principles of foreshortening and perspective. 2. Lettering. The forming of beautiful letters. Grouping letters into words, and words into sentences with great regard to placing and spacing in order to make a beautiful sheet. 3. Design. The principles of design taught through the making of simple decorations for articles of school or home use.

Mediums and materials used are pencil, and colored crayon, and charcoal.

Sophomore Class.

Sophomore Crafts. Fee, \$1.50 per term. 1. The work in use of tools will begin with construction in wood. The wood-working exercises will begin with the use of such tools as the pencil, the try square, the coping-saw, back saw, knife, sandpaper. The activities in wood will center about toy-making with thin, soft wood; and of a simple box-construction. 2. Drawing will accompany the woodworking course. It will comprise the drafting of patterns for the toys and of working drawings for the other projects. 3. Other activities will comprise basket making, raffia work, elementary booklet making projects, involving good lettering and simple decorative designs. Projects and exercises such as will be suitable to teach children of primary and intermediate grades of the common schools will be worked out individually.

Junior Class.

Junior Crafts. Fee, \$1.50 per term. 1. Tool work will consist in the use of woodworking tools, such as the try square, marking gauge, jack-plane, block-plane, saw, chisel, etc. The student will be given instruction in adjusting and sharpening tools; will be given the theory of the use of the tool through actual practice with the tool. The projects will at first require the simplest joints, such as the butt joint, the cross lap joint, the tongue and groove joint. The objects constructed will be suitable for home or school use. 2. The bookbinding industry is studied in this class. Beginning with the study of paper making and of the history of printing, the student goes from theory to practice and ends by completely and artistically binding magazines into book form, following successive steps from ripping apart the sections of a number of magazines, marking, sawing, sewing, rounding, backing, making the case and attaching it to the book.

Junior Arts. Fee, \$1.50 per term. 1. Drawing and Color. Theory and practice in color. Composition. Pose drawing. More advanced studies in perspective. More advanced work in nature drawing, still life, and cast drawing. Mediums used: pencil, pen, brush, water colors, ink, charcoal, etc.

2. Design. Fee, \$1.50 per term. Principles of decorative de-

sign. Exercises in making decorative units for borders and surfaces. Decoration of various spaces. Stencil designs, cut and applied. Block printing designs, applied. Batik work.

3. Interior Decoration. Fee, \$1.50 per term. One of the features of the Manual Arts course is this subject of interior decoration, as applied to home making. Such subjects are discussed as the principles governing the selection and arrangement of all household articles, types of period furniture, planning the modern home. The knowledge gained is put to use finally in "doing over" a room on the campus.

Senior Class.

Woodwork. 1. In woodwork the seniors begin with a good stock of information as to tools and how to use them. They get still more tool practice in the making of articles requiring more careful work and more difficult joints. They learn the relative values of such joints as the dowel joint, the miter joint, the mortise and tenon joint, the dovetail joint.

Crafts. 1. Work in tin follows or accompanies work in wood. They get the elementary processes of cutting, flattening, folding, rounding in the construction of such articles as biscuit cutters, tin cups, candle sticks, etc. They also learn the process of soldering. The making of toys, such as automobiles, locomotives, ambulances, trucks, etc., all from discarded tin cans—is a never ending source of pleasure to the student, and to the boys taught by them them later, in their practice teaching. 2. The study of the pottery industry, and the manipulation of clay is another form of handwork for the seniors. They learn the Indian method of coiling the clay, and step by step they follow the development of the industry until at last they as a final project each student has an artistic, well designed bowl or vase, which has been fired in the kiln and has come out with a beautiful glaze upon it. 3. Work in cement and concrete is taken to the point of making of one or two finished articles. 4. Leather work enough to learn the manipulation of the tools and to have a few small articles for use. 5. Artistic bookbinding is still another activity for the seniors. Binding in leather, or half leather, tooling or decorating the cover in some other way is possible or would be possible provided time could be found for it.

Arts. 1. Drawing and Color. Advanced nature study. Water color. Outdoor sketching. Landscape composition. Advanced still life and cast drawing. Illustration.

Design. Following the text.

Methods or "what to teach and how to teach it" in Arts and in Crafts.

PHYSICAL EDUCATION.

Requirements.

Every girl in the school is required to take the work in Physical Education. Those who are not able to take the regular class work are required to take the course in Special Gymnastics and Hygiene.

Students are requested not to bring certificates from physicians or parents as no girl will be excused from the work of this department.

Gymnasium Work.

Regular class work consists of free exercises, tactics, light apparatus work, folk dancing and games. The work is carefully graded to suit the needs of the various classes. In the Senior year courses are given in the theory and practice of children's games, folk dances and simple corrective exercises.

Special Gymnastic and Hygiene.

This course is required of those who are unable to take the regular gymnasium work. It includes setting up exercises and such corrective and remedial exercises as the members of the class may require for their special needs. This course also includes lecture and text book work in Hygiene.

Athletics.

The work of this department includes, in addition to the regular gymnastic, careful instruction in outdoor games and sports.

A well equipped athletic field is provided for the use of the students by the Athletic Association. A number of Field Days are given during each year, and the victorious class awarded the possession of a beautiful loving cup.

Gymnasium Suit.

The gymnasium suit adopted by the school consists of white middy blouse, black bloomers and black tennis slippers. These articles are ready made and must be purchased after reaching Athens.

THE ATHLETIC ASSOCIATION

The Athletic Association is an organization of the students to promote and encourage outdoor sports and athletics and is under the direct supervision of the Department of Physical Education.

The Association has a well equipped athletic field, with courts for tennis, basket ball, volley ball and other games.

Field Days and various athletic contests stimulate interest in outdoor activities and provide sane, wholesome recreation.

PUBLIC SCHOOL MUSIC.

Of all the avenues of opportunity opening for real music work that pays, that of the public school is far the widest and most promising. The children of today are the citizens of tomorrow, and if music is to become a real factor in our national life, it must come about by permitting the youth to live with music as they do with language. It is a well recognized fact that the teaching of music as a public school study must be based on sound principles of pedagogy and psychology and a course of study made to fit the changing periods of the child's development.

It is the purpose of this course to give the students preparing to teach in the public schools a thorough knowledge of the theory of music, sight singing, methods involved in teaching of the subject and a large repertoire of material for appreciation. This last named purpose not only serves to enrich the understanding and enjoyment of the student but may also serve as recreation and appreciation material for the vast army of young people with whom they will later come in contact. Thus one of the biggest aims of music in the public schools has been fulfilled, that of enjoyment of the best music.

This course is offered two periods a week in the Junior and Senior classes to all Academic students.

Junior Class.

The chief aim of the work in the Junior year is the teaching of sight reading and the fundamentals of theory. Throughout the year, however, four minute talks are given occasionally on the greatest composers and their works and the world-famous artists. Preceding and following concerts given for the students many of the selections are analyzed to give a better understanding. In many other ways the student is encouraged to make a collection of any musical material which may come to his notice during the year.

The first part of the work in sight singing is devoted to the development of a correct singing tone and reading of simple one part melodies. Later two and three part music is studied. A frequent division of the class is made on the basis of the rapidity with which they are able to read as many students may come with some knowledge of the subject before entering the class. This affords all the privilege of passing from elementary to more advanced work as soon as ability permits.

Senior Class.

Sight reading and collection of a fund of music material is continued during the Senior year. The main purpose of the work, however, is teaching methods of presenting music in the public schools. The first part of the course is devoted to the problems of the elementary grades. The child's voice is studied, and aids given for the help of monotones and other of the most common faulty voices. The latter part of the course treats with the upper grades. Chorus direction and organization is studied and the changing boy voice is recognized as the peculiar problem of this period with its varying solutions.

Senior Chorus.

The entire Senior class is organized for chorus work during which practical application is made of the methods for chorus organization and direction. One concert is given annually. Text:—Laurel Songs for Girls.

MUSIC.

Realizing the demands for better equipped Instrumental Music Teachers, the State Normal School has added Special Normal Course, the object of which is to fit the student (at very little cost) to teach Instrumental Music.

Students are not only required to be acquainted with the representative works of the best composers, but must study the theory of music, harmony, history and pedagogy, and be able to analyze and criticise a musical composition intelligently.

The standard has been raised, the course carefully planned, and the department is well qualified to carry on the work. The advantages are equal to any music school in the south.

Grading and Classification.

Students are graded and classified according to their technical skill, and their general musical knowledge. They are required to bring with them a complete list of studies and pieces, that they may be given credit for same.

Especial attention is given to ensemble playing. All students in Piano, Voice, Violin and Harmony. The year is divided into four terms, nine weeks each. Tuition payable in advance at time dormitory fee is due. Piano practice included. Tuition when once paid will not be refunded.

Piano, two periods each week-----	10.75 per term
Violin, two periods each week-----	9.00 per term
Harmony, two periods each week-----	9.00 per term

Voice Culture.

This course is divided into four terms of nine weeks each. A small fee of \$10.75 per term is charged. This includes use of piano for practice. This takes up the proper placing of the voice, breath control, relaxation, phrasing, and song interpretation.

Texts:—Shakespeare's Principles of Singing. Vocalizes by Abt, Sieber and Marchesi. Songs of best known composers and study of arias of well known operas.

Glee Club.

The purpose of this organization is recreative choral work as well as to afford an opportunity for the study of classical compositions. Membership is open to any member of the student body. The organization gives two concerts annually and assists at other functions of the school.

ORATORY.

The course in Oratory is designed to develop the students in the art of expression through speech, gesture and presence.

Oratory, like all other arts, is born of the natural desire to give expression to one's self. The ability grows greater as one exercises the power. To give adequate expression to one's own thoughts or the thoughts of another through the agents of vocal expression, is of incalculable value to the individual whatever his profession may be. Those who expect to become teachers of any subject will find that the study of Oratory tends to bring poise, freedom from self-consciousness, a responsive voice and body, a keener imagination, emotions aroused and directed to the expression of the best in one's nature. The course is arranged with special design to help those who are to become teachers.

Course of Study.

1. Voice Training.

- (a). Articulation. Speech formation; placement; pronunciation
- (b). Technical Vocal Training. Control of breath; cultivation of resonance; placement of tone; radiation and projection; compass; flexibility, power, freedom.
- (c). Expressive Voice Culture. Voice as an interpreter of mental states; tone color and form; relation of voice to imagination and emotion.

2. Bodily Expression. Gesture.

- (a). Physical Exercises as a preparation for spontaneous gesture; responsive drill to establish coördination of mind and music.

(b). Expressive Action. Study of different agents of bodily expression; function of each; harmony of action.

(c). Pantomime. Physical expression of states of mind; of incident; character representation.

(d). Harmonizing exercises from Emerson system of Physical Culture.

3. Literary Interpretation.

(a). Evolution of Expression. Sixteen progressive and graded steps through which the pupil develops his powers of expression through voice, gesture and presence. Selections from literature illustrating these steps.

(b). Literary Analysis.

(c). Study and Presentation of Plays.

(d). Dramatization of Novels and Short Stories. Arrangement of Novels and Short Stories for Recital.

(e). Recitals. Platform Deportment.

4. Extemporaneous Speaking.

The foregoing course is offered to those desiring special study in Oratory, and will be given in one individual lesson and two group lessons a week. The course is open to those who have completed the Sophomore year, or its equivalent, and is arranged to cover a period of two years of study.

A certificate in Oratory will be given to students completing the course as outlined above and also the following subjects:

Psychology; History of Education; Principles of Education, Methods; English, Junior Literature, Physiology; Modern Language; Common School Music; Art History; Physical Culture.

A fee of \$9.00 for nine weeks will be charged pupils of this department.

Texts: The Evolution of Expression, Vol. I, II, III, IV, and selected material from classic and standard authors.

CORRESPONDENCE COURSES.

Teaching by mail is becoming more popular every day, and the facilities have now been so perfected that there is no method of study which equals that of the correspondence plan for giving depth of scholarship and accurate knowledge of the subject studied. The State Normal School has so arranged its courses of study that all correspondence students will secure full credit for the work which they do at home should they decide eventually to attend the Normal School at Athens.

These courses are prepared by the heads of departments who are specialists in these branches. Directions as to text-books and les-

sons, and lists of review questions, will be sent the student. When the student writes out the answers to these questions and sends in her papers, these will be corrected and graded and again returned to the student. Credit will be entered upon the records of the State Normal School for the work done, and this credit will help the student, who can come to the school later and take resident work, to obtain the diploma offered by this institution.

The charges for the courses are as follows:

Common School Review Courses.		General Culture Courses.	
Arithmetic - - - - -	\$5.00	Algebra - - - - -	\$6.00
Grammar - - - - -	5.00	Geometry - - - - -	6.00
History, American - - - -	5.00	Latin - - - - -	6.00
Physiology - - - - -	5.00	Rhetoric - - - - -	6.00
Geography - - - - -	5.00	Literature - - - - -	6.00
Agriculture - - - - -	5.00	Civil Government - - - - -	6.00
Reading - - - - -	5.00		
Spelling - - - - -	5.00		

General Pedagogical Course.

Dutton's "School Management," and Georgia School Law--\$5.00

For full particulars in regard to any of these courses of study, address the President, State Normal School, Athens, Georgia.

LECTURE COURSE.

The school maintains a Lycium Course which is free to all the students of the school and in which are engaged the best platform performers we can procure. In addition to this, a series of lectures by prominent men and women in the state, who have accomplished things in the special line of work in which each is interested, is kept up throughout the year.

Moreover, Athens affords the school wonderful opportunity of seeing and hearing those who have attained distinction along many lines of endeavor. The school, in fact, is at times embarrassed with the richness of its opportunities of this kind. But they are invaluable aids in giving finishing touches to the education which the school is striving to impart to its student body.

MOTION PICTURES.

Motion pictures are frequently used by the various teachers to supplement their class-room instruction. This method of teaching has proven to be both interesting and instructive.



*EXPERIMENTAL
PLOTS*



SPRAYING



STUDENT'S GARDEN



THE SCHOOL FARM



THE DAIRY



A PURE BRED HERD



*WITH
THE
COWS*



THE DAIRY BARN

PREPARING LUNCH

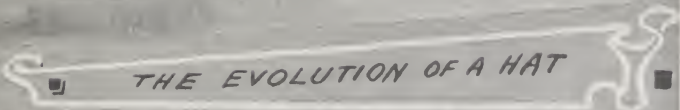
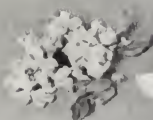


DINNER SERVICE





DRESSMAKING DEPT



THE EVOLUTION OF A HAT



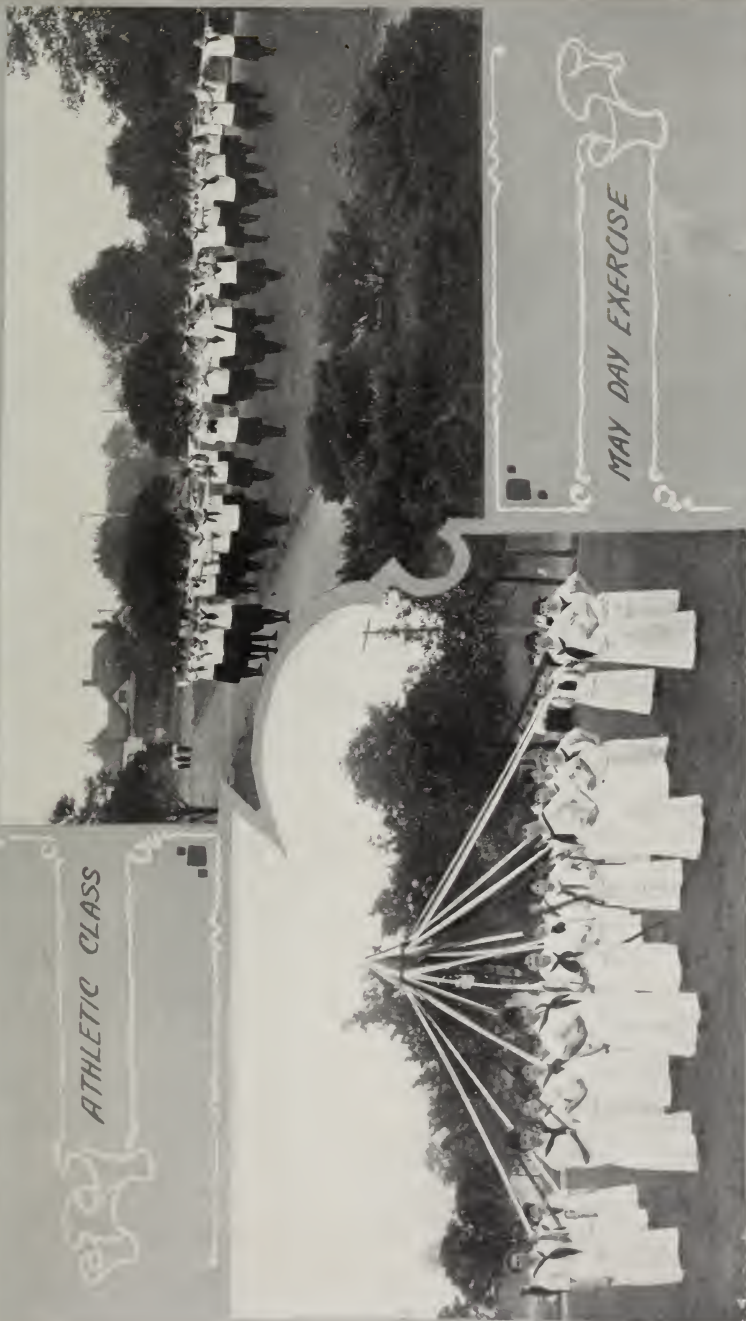
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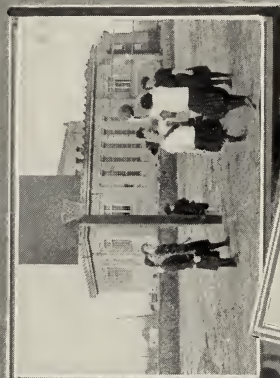


*CHURCH AND
STREET
COSTUME*

ATHLETIC CLASS

MAY DAY EXERCISE





OUTDOOR EXERCISES

The moving picture machine is also used by lecturers who visit the school and at such times when the students are not otherwise engaged some of the best popular films are shown.

STUDENT ORGANIZATIONS.

The Young Women's Christian Association.

The Young Women's Christian Association, through its social life, Bible study, mission study, church attendance and intercollegiate relationships, seeks to promote the spirit of Christian thinking and Christian living among students and to train them for Christian work.

The Social Work consists in aiding new students to harmonious adjustment to the school life and its activities.

The Bible Study course is arranged to cover four years, but if as much as two years are satisfactorily completed, credit is given.

The Course in Mission study is carefully planned and the text books used are the newest and best, treating both home and foreign mission problems.

Intercollegiate relationships have been established by delegations to the Georgia Student Volunteer Union, the Southern Conference of the Young Women's Christian Association, by visits of traveling student secretaries, delegates to the National Student Volunteer Convention, Cabinet training councils, and by the interchange of reports and methods with other associations.

Church attendance is emphasized in order that the students may derive all the spiritual benefits possible from the excellent church facilities of Athens.

BIBLE COURSE.

The purpose of this course is to give such a general knowledge of the Bible as will furnish to the students a background for future work in detail.

The lessons are arranged for systematic daily readings through the Bible, beginning with Genesis. Weekly reviews are held on these readings, bringing out such points about the great Book as every person ought to know.

The aim of the teachers in presenting these lessons is to bring the students into loving acquaintance with God's Word. This course covers four years.

The First Year's course embraces the Law and History of the Hebrew Nation as found in the Bible from Genesis to Esther inclusive.

The Second Year's course is a study of the Poetry and Prophecy of the Bible, beginning with the book of Job and extending through the Old Testament.

The Third Year's course is the Life of Christ, or the historical study of the four Gospels. These lessons are so arranged as to bring together the corresponding parts of the four Gospels for comparison. There is no attempt made to study these parts critically, but simply to present the facts as given by the four writers.

The Fourth Year's course is a study of the Acts of the Apostles, of the Epistles, and of Revelation.

This course is entirely optional, but all students are encouraged to join one of these classes, and due recognition is given their work in the permanent records of the school.

The Bible classes are taught by members of the Faculty.

The State Normal School won second honor in this work in the United States at the Panama Exposition Young Women's Christian Association National Contest in 1915.

There has been an interest in the memorizing of Scripture prescribed by Helen Gould Shepherd, for which she presents a Student's Bible. The school has won 244 of these Bibles.

Students are urged to keep in their respective classes in Bible work as in other studies.

The State Normal School won first honor in the United States on the Student Association Honor Roll at the Panama Exposition for the largest average in production to total enrollment in Mission Study and Social Welfare classes in 1915. The School won second honor places in the two subjects that follow; volunteer Bible Study classes and attendance on religious services.

WOMAN'S CHRISTIAN TEMPERANCE UNION.

In conjunction with the Young Woman's Christian Association work of the school, there is an organized Woman's Christian Temperance Union which holds regular meetings once per month and endeavors to further the study and interest in the Temperance Cause.

The Altioria Literary Society.

For the nine years of its existence the Altioria Society, by following its motto has, through its high standards in literary and social culture, through beautifying its room and through establishing a library, reached the state of being a permanent and necessary organization in the school.

The Mildred Rutherford Society.

The Mildred Rutherford Society is a literary society, the aims of

which are the cultivation of the literary sense, the betterment of the social life of the school and the cementing of friendship into strong usefulness in the future.

The Alexander Etiquette Club.

The Alexander Etiquette Club was organized for the purpose of pleasant social intercourse, for the study of pertinent questions of etiquette, and for the inculcation of a love of, and a striving for, the highest forms of courtesy, under all circumstances, and in all conditions of life.

The Round Table.

The Round Table is a gathering of all students who desire to attend at a regular meeting every Saturday night just when supper is over. The organization is nine years old and its aim is to furnish wholesome recreation and to develop a love for and a power to tell the best stories to be found in our literature. Current topics are discussed, songs rendered and some pleasing story told and commented on. This organization started with but six members at its inception, and now has increased in size until there is no room on the school campus that will hold the attendance without crowding.

The Ciceronian Debating Society.

The Ciceronian Debating Society is an organization of the young men for the specific purpose of training them in debate and public speaking. Regular meetings are held once a week when current topics of vital interest are debated and declamations rendered. In addition to the benefits derived from public speaking, the young men are given considerable insight into parliamentary usage by occasional lectures. All of which prepare the members for duties in after life.

The Athletic Association.

The Athletic Association is an organization of the students to promote and encourage outdoor sports and athletics, and is under the direct supervision of the Department of Physical Education. The Association has a well equipped athletic field, with courts for tennis, Field Days and various athletic contests stimulate interest in outdoor activities, and furnish to the students sane, wholesome recreation.

The Georgia Club.

Five years ago the Georgia Club began its work. At that time it was a new and unique organization in the State Normal School; but also it was new and unique in the schools, colleges and universities of the whole country.

The club numbers 216 students and faculty members, represents

94 counties and five states. It meets regularly on Mondays at nine o'clock for an hour's informal, comfortable discussion of rural life.

Normal Light.

The Normal Light is the student paper. It is issued in newspaper style. It is printed twice a month. All general school news; society dots; editorials; literary society pages; Y. W. C. A. notes and jokes form the basis of its development. The editors are elected from the student body. They do all the writing for the paper under the supervision of a faculty member.

Crystal.

The Crystal is the Senior Annual. Every Senior class publishes a Crystal. The book appears at the end of the year. It is a memory book in printed form. The editors are elected from the Senior class.

EMPLOYMENT COMMITTEE.

The purpose of this committee is to help our graduates find work, and school officers to obtain suitable teachers. No one is sent to a place for which she plainly is unfitted; it is thought to be more important to succeed in a small field by doing satisfactory work than to fail in a more desirable place—good work is more important.

GRADUATE STUDENTS.

The following schools are this year represented by graduates in the student body of the State Normal School:

Covington High, Columbus High, Carnesville High, Wrens High, Pleasant Hill High, Oconee High, Junior High, Chattanooga, Athens High, Sandersville High, Mt. Carmel High, Bremen High, Sparta High, Waverly Hall High, Molena High, Americus High, Godfrey High, Gainesville High, Union Point High, 6th District A. & M. School, Vidalia Col. Institute, 1st District A. & M. School, Blakely High, Siloam High, Bartow High, Dublin High, Crawford High, Donalsonville High, Ben Hill High, Commerce High, Elberton High, LaGrange High, Savannah High, Temple High, Ft. Gaines High, Leslie High, R. E. Lee Institute, Hoke Smith Institute, Jonesville High, Meigs High, Tennille High, Claxton High, Monroe High, Byromville High, Vienna High, Lawrenceville High, Martin High, Lavonia High, McDonough High, Colomokee High, 2d District A. & M. School, Durand High, Langdale High, Norcross High, Madison High, Lanier High, Canal Zone High, Hillsboro High, Round Oak High, Bostwick High, Dawson High, 5th District A. & M. School, Cleve-

land High, Griffin High, Chauncey High, Toccoa High, Duvall High, (Fla.), Bowdon High, Tubman High, Moreland High, Oliver High, Rochelle High, 3rd District A. & M. School, Coleman High, Draneville High, Piedmont College, Walcott Schl, Denver, Colo., Austell High, Chipley High, Stephens High, John Means Institute, Belton, S. C. High, 7th District A. & M. School, Menlo High, Glennville High, Wilmington, N. C. High, Washington High, Flovilla High, Tucker High, Gordon Institute, Rabun Gap Industrial School, Villa Rica High, Hawkinsville High, Dallas High, Apalachee High, Monticello, High, Bradwell Institute, Flemington High, Sale City High, South Atlantic Institute, Sylvania High, Bartow Rural High, Yatesville High, Statham High, Warrenton High, Gillis Spring Industrial School, Vashti School for Girls, Lithonia High, Butler Male and Female College, Mt. Berry School, Calhoun High, Coleman High, Comer High, Shellman High, Powellton High, Weston High, Banks-Stephens Institute, Nacoochee Institute, Talbotton High, Gray High, Hampton High, Tallulah Falls Industrial School, Maysville High, Ellaville High, Willamston, S. C. High, Fitzgerald High, Millen High, Locust Grove Institute, Dacula High, Columbus Seminary, Woodrow Wilson (Tampa, Fla.), High, Darien High, Bessmer (Ala.) High.

STATISTICS FOR 1919-1920.

Registered students to date (Feb. 3, 1920), 677; students registered during the Summer School, 300; students registered for Correspondence Courses, 60; pupils in Muscogee Elementary School and Country School, 213; total, 1250.

Teachers and officers, 50; counties represented by students, 119. Students holding diplomas from other schools, 238; students holding first-grade license, 62; second-grade license, 34; third-grade license, 2. Students having experience in teaching, 66. Forty-five per cent of all our students are the sons and daughters of farmers. Total registration since the foundation of the school, 14,079, more than 90 per cent of whom have since taught in our common schools. Total graduates to June, 1919, 1,448. Graduating class this year numbers 153.

Buildings: — Academic buildings, 4; Dormitory buildings, 4; Dining Hall and Senior Hall building; 1; Rural School, 1; Carnegie Library, 1; Infirmary, 1; Practice Home, 1; Dairy Barn, 1; Stock Barn, 1; total, 15.

ROLL OF STUDENTS, 1919-20.

Senior.

Adkins, Voncile - - - -	Burke	Davidson, Mattie - - -	White
Alexander, Thelma - - -	Banks	Denson, Helen - - -	Muscogee
Alford, Kate - - - -	Gwinnett	Downs, Mary - - - -	Oconee
Ammons, Birdie - - -	Richmond	Drake, Anna Belle - - -	Clarke
Bailey, Annie - - - -	Coweta	Eaton, Fannie - - -	Jefferson
Baker, Evelyn - - - -	Carroll	Echols, Beulah - - -	Ben Hill
Bancroft, Matilda - - -	Clarke	Edwards, Aline - - -	Macon
Baughan, Blanchie -	Meriwether	Fields, Ella Mae - - -	Henry
Belcher, Elizabeth - -	Sumter	Ewing, Lucile - - -	Gwinnett
Belin, Ruby - - - -	Mitchell	Fargason, Dorothy - -	Crawford
Bell, Annie Wheeler -	Jackson	Garner, Angia - - -	Gwinnett
Bennett, Alma - - - -	Morgan	George, Martha - - -	Morgan
Bexley, Katie - - - -	Coweta	Goolsby, Louise - - -	Jasper
Biles, Bertha - - - -	Spalding	Goolsby, Mary - - - -	Jasper
Boswell, Agnes - - - -	Greene	Granade, Maude - - -	Wilkes
Brasselle, Jessie -	Meriwether	Gurr, Nancy - - - -	Terrell
Brinson, Rexford - - -	Screven	Hall, Callie U. - - -	Madison
Brock, Reppard - - -	Madison	Harrison, Vesper - - -	Carroll
Brock, Ruth - - - -	Jackson	Hayes, Martha L. -	Oglethorpe
Brooks, Evelyn - - - -	Early	Hightower, Winnie - -	Hancock
Brooks, Johnny - - - -	Ware	Hodges, Gussie L. - -	Screven
Broome, Ruth - - - -	Greene	Hogg, Imogene - - - -	Marion
Burch, Pearl - - - -	Laurens	Hood, Dorris - - - -	Clarke
Carey, Gussie - - - -	Bibb	Hood, Sara - - - -	Jackson
Carmical, Mary - - -	Coweta	Hooks, Eddye L. - - -	Sumter
Carpenter, Fanny - - -	Clarke	Hooks, Eva Belle - -	Sumter
Chadwick, Neva Bell - - - -		Hurst, Marybeth - -	Meriwether
	Cartaret, N. C.	Ingram, Ruth - - - -	Harris
Chick, Sarah - - - -	Walton	Isbell, Arie - - - -	Stephens
Christian, Mary - - - -	Elbert	Isbell, Sadie - - - -	Stephens
Center, Eileen - - - -	Clarke	Jenkins, Iva - - - -	Harris
Clark, Velma - - - -	Toombs	Johnson, Allie B. - -	Franklin
Cleveland, Opal - - - -	Elbert	Kay, Carrie - - -	Anderson, S. C.
Coker, Elta - - - -	Fulton	Kemp, Clara B. - - -	Cobb
Cook, Rossie - - - -	Clarke	Kendrick, Effie - - -	Talbot
Conaway, Lillian - - -	Clarke	Kenney, Garland - - -	Clarke
Connell, Idelia - - - -	Clay	Long, Mamye C. - - -	Tift
Cooper, Heath - - - -	Muscogee	Long, Rowena - - - -	Tift
Culpepper, Janie - - -	Talbot	McCook, Sue - - - -	Bibb
Daniel, Clara Mae - - -	Fulton	McCorvey, Nena - - -	Pulaski
Daniel, Henrietta - - -	Marion	McFather, Mary - - -	Randolph
Davis, Jessie Mae - - -	Decatur	McFather, Ruby - - -	Randolph

Ruddell, Kathryn - - - Gordon
Scarborough, Wendell - Madison
Scherrer, Mary - - - Randolph
Schley, Louise - - - Muscogee
Simpson, Florence - - - Clayton
Simpson, Frances - - - Sumter
Simpson, Mary - - - Sumter
Sims, ElDora - - - Webster
Sims, Willie - - - Webster
Smith, Annie - - - Butts
Smith, Bessie - - - Madison
Smith, Margaret - - - Walton
Strange, Jessie N. - - - Putnam
Swift, Helen - - - Camden
Symons, Sallie - - - Chatham
Taylor, Eunice - - - Gordon
Taylor, Kathleen - - - Greene
Tharpe, Gladys - - - Turner
Thigpen, Beatrice - - Washington
Thompson, Reba - - - Madison
Tucker, Mary A Anderson, S. C.
Waldrep, Louise - - - Putnam
Wall, Elise - - - Gwinnett
Walton, Inez - - - Wilkes
Ward, Lou Rhea - - - Wayne
Wehunt, Minnie - - - Clarke
Whatley, Annice - - - Carroll
Whitaker, Imogene - - - -
Rochelle, Fla.
Wicker, Martha - - Washington
Williams, Will Gary - Jenkins
Wilson, Polly - - - Henry
Winters, Verna - - - Jones
Wood, Myrl - - - Coweta
Wood, Rubye - - - Gwinnett
Wright, Marion - - - Muscogee

Arnold, Mary A. - - Muscogee
Baker, Marion - - - Hancock
Baldwin, Mary Lillian - Harris
Bannister, Katie - - - Forsyth
Barnett, C. T. - - - Oconee
Bartlett, Annie Lou - - - Pike
Beale, Eleanor - - - Chatham

Beck, Cassie - - - - -	Carroll	Floyd, Sara - - - - -	Troup
Bennett, Ruth - - - - -	Pike	Freeman, C. C. - - - - -	Early
Benson, Gladys K. - - -	Clarke	Giles, Agnes - - - - -	Meriwether
Benton, Grace H. - - -	Jackson	Gill, Pearl - - - - -	Bibb
Bloodworth, Irene - - -	Henry	Glawson, Beatrice - - -	Jasper
Bolton, Mary E. - - - -	Sumter	Goss, Lilla - - - - -	Henry
Bradberry, Mattie L. - -	Jackson	Gordy, Mary - - - - -	Chattahoochee
Bramblett, Dessie - - -	Clarke	Gresham, Sara F. - - -	Morgan
Brown, Jessie Lee - - -	Madison	Gresham, Thelma - - -	Monroe
Burnett, Birdie - - - -	Gwinnett	Hagin, Ruth - - - - -	Bulloch
Burnett, Louise - - - -	Quitman	Hairston, Flossie - - -	Fulton
Burson, Mildred - - - -	Clarke	Hammond, Mary - - - -	Spalding
Bussey, Louise - - - - -	Lincoln	Hamrick, Margaret - - -	Pickens
Butler, Agnes - - - - -	Lincoln	Harris, Frances E. - - -	Stephens
Butler, Ina O. - - - - -	Clarke	Harris, Lizzie S. - - -	Jefferson
Butler, Mary - - - - -	Lincoln	Harvey, Pearl - - - - -	Marion
Butler, Maude - - - - -	Decatur	Hayes, Mabel E. - - - -	Stephens
Capps, Helen G. - - - - -	Clarke	Hearn, Hattie D. - - - -	Carroll
Carey, Emma Kate - - - -	Jasper	Herndon, Cordelia - - -	Richmond
Carson, Merle - - - - -	Jackson	Hodges, Alma K. - - - -	Screven
Cate, Lillian - - - - -	Clarke	Hogan, Leila - - - - -	Richmond
Chancey, Gussie - - - - -	Early	Holden, Winnie - - - - -	Gilmer
Clark, Merle - - - - -	Troupe	Holmes, Thelma - - - - -	Wilkes
Cleveland, Mary - - - - -	Monroe	Hornbuckle, Bane - - - -	Gwinnett
Colins, Agnes L. - - - -	Chatham	House, Alice - - - - -	Habersham
Crane, Mrs. I. S. - - - -	Clarke	Hughes, Opal - - - - -	Clarke
Cronic, Ruby - - - - -	Jackson	Huling, Annie L. - - - -	Harris
Crumbley, Nora - - - - -	Bulloch	Hunt, Salome - - - - -	DeKalb
Dallas, Mary Earle - - -	Upson	Ingram, Minnie L. - - -	Harris
Davis, Lou Mildred - - -	Thomas	Jackson, Lucile E. - - -	Clarke
Davis, Margaret - - - - -	Washington	Johnson, Annie - - - -	Montgomery
DeLoach, Ila Mae - - - -	Evans	Jones, Clotilde - - - - -	Bibb
Dempsey, Callie - - - - -	Chatham	Jones, Marie - - - - -	Morgan
Dickinson, Mary F. - - -	Walton	Kehrer, Ruth - - - - -	Gwinnett
Dobson, Jewell - - - - -	Gordon	Kelley, Essie - - - - -	Henry
Dukes, Lucile - - - - -	Jefferson	Kelley, Jessie - - - - -	Henry
Elmore, Thelma - - - - -	Toombs	Kennedy, Sue - - - - -	Chattooga
Everett, Sara - - - - -	Dooly	Keown, Sue Lee - - - - -	Wilkes
Eyler, Virgel - - - - -	Chatham	Koch, Miriam - - - - -	- - - - -
Farmer, Lois - - - - -	Franklin		New Hanover, N. C.
Ferguson, Laura Lee - - -	- - - - -	Kuck, Ruby - - - - -	Chatham
	Oglethorpe	Langford, Mary - - - - -	Jackson
Fletcher, Kate - - - - -	Tift	Large, Margaret - - - -	Richmond
Fitts, Nellie - - - - -	Madison	Lenhardt, Ruth - - - -	Franklin
Floyd, Mary - - - - -	Troup	Lokey, Florrie - - - - -	Clay

McGarity, Vera E. - - Paulding
 McLean, Kathleen - - Hancock
 McWhorter, Edith - Oglethorpe
 Mack, Frances K. - - McIntosh
 Mansfield, Sara - - Muscogee
 Matthews, Bess E. - - Muscogee
 Mathis, Lora - - - - Marion
 Meadows, Harriette - - Toombs
 Mercer, Nannie - - - - Jones
 Milton, Miriam - - - - Ware
 Montgomery, Ethel - - Morgan
 Morris, Irvina Mae - - Chatham
 Mulligan, Mary - - - - Wilkes
 Mullins, Nettie - - - - Greene
 Nash, Louise - - - - Wilkes
 Newby, Mary N. - - - - Dooly
 Newman, Ann - - - - Lumpkin
 Newman, Eva - - - - Lumpkin
 Parr, Cora Belle - - - - Clarke
 Partee, Leila - - - - Clarke
 Patillo, Sue Ella - - - - Troup
 Phillips, Viola - - - - Walton
 Pickett, Nevie - - - - Tift
 Pirkle, Louise K. - - Gwinnett
 Prater, Susie - - - - Clarke
 Purcell, Alice - - - - Franklin
 Purnell, Beulah - - - - Thomas
 Randall, Annie - - - - Tattnall
 Reid, Annie G. - - - - Upson

Rice, Estelle M. - - - - Floyd
 Riley, Lucy - - - - - Fulton
 Roberts, Mamie Eloise - Worth
 Sharp, Ida - - - - - Bibb
 Sims, Carolyn - - - - Sumter
 Sims, Mary E. - - - - Sumter
 Slade, Lucile - - - - Dooly
 Slappey, Thelma - - - Monroe
 Smith, Eunice - - - - Jefferson
 Smith, Evelyn H. - - - Talbott
 Smith, Sallie S. - - Oglethorpe
 Snead, Adnett - - - - Fayette
 Stephens, Sallie Mae - Stewart
 Story, Annie Lucile - Columbia
 Threkeld, Lois - - - - Schley
 Trapp, Georgia - - - - Taylor
 Truett, Edna - - - - Wayne
 Tucker, Inez - - - - Anderson, S. C.
 Upshaw, Emily - - - - Walton
 Vaughan, Ruth - - - - Wilkes
 Vogel, Frances L. - - Chatham
 Walker, Hattie Lee - Ben Hill
 Watkins, Estelle - - - Talbot
 Wells, Clara - - - - Montgomery
 Whiteside, Mary S. - - Chatham
 Williams, Lillian - - - Oconee
 Wood, Jewell E. - - Chattooga
 Worthy, Nellie S. - - - Sumter
 Wright, Naomi - - - - Sumter

Sophomore.

Addison, Lula Mae - Franklin
 Albea, Marie - - - - Lincoln
 Alexander, Lily - - - - Banks
 Alexander, Lula - - - - Banks
 Armour, Elvie - - - - Wilkes
 Averett, Helen - - - - Jefferson
 Bass, Johnny Ruth - - Calhoun
 Bearse, Martha El. - - Fulton
 Belding, Veva - - - - Morgan
 Bell, Mary Lillian - - Spalding
 Bird, Alva - - - - - Jackson
 Bishop, Marguerite - - - Clarke
 Boswell, Sara - - - - Greene
 Boynton, Helen - - - Mitchell

Brandon, Eugenia G. - Columbia
 Braselton, Leita - - - Jackson
 Brown, Nina - - - - Taliferro
 Brown, Elizabeth - - Taliferro
 Brown, Eloise - - - - Jefferson
 Burk, Dow C. - - - - Floyd
 Burnette, Mildred - - Quitman
 Burroughs, Gladys - - Madison
 Butler, Rachael - - - - Wilkes
 Carmichael, Mary F. - - Clarke
 Carter, Julia - - - - - Talbot
 Chandler, Mary Joe - - Morgan
 Chatham, Annie - - - - Madison
 Cherry, Janet - - - - - Bibb

Cherry, Willie Belle - - -	Bibb	Hutchinson, Martha - -	Coweta
Cleland, Ruth - Newberry, S. C.		Hutchinson, Mary B. -	Coweta
Combs, Metta Rae - -	Carroll	Ivey, Alma - - - -	Lincoln
Conaway, Cora Lee - -	Clarke	Jackson, Maggie - -	Oglethorpe
Connell, Verna - - - -	Clay	Jenkins, Ethel - - -	Meriwether
Connors, Allie Mae - -	Sumter	Jenkins, Ruby - - - -	Madison
Cottle, Lucile - - - -	Tift	Johnson, Annie Belle -	Wilkes
Cown, Euna - - - - -	DeKalb	Jolly, Carrie - - - -	Bartow
Cox, Lucy - - - - -	Taylor	Kicklighter, Mamie J. -	Tattnall
Crow, Eula - - - - -	Oconee	Kimball, Elizabeth - -	Barrow
Daniel, Sallie F. - - - -	Madison	Kinnebrew, Mary - - -	Clarke
Dallas, H. Walter - - -	Upson	Kitchens, i'helma - - -	Terrell
Drake, Daisy - - - - -	Clarke	Kytile, Eurilla - - - -	Dodge
Dykes, Lucile - - - - -	Dooly	Latimer, Estelle - - -	Wilkes
Edwards, Zena - - - - -	Clarke	Latimer, Nan Wright - -	Wilkes
Fant, Louise - - - - -	Clarke	Lawrence, Carolyn - - -	Upson
Farmer, Lyda - - - - -	Stephens	Layfield, Brooksie - -	Muscogee
Farr, Ethel - - - - -	Franklin	Layfield, Lucy - - -	Muscogee
Flanigan, Bessie - - -	Lincoln	Lewis, Mary Olive - -	Jefferson
Florence, Mary Sue -	Meriwether	Linch, Evelyn - - - - -	Butts
Gary, Effie K. - - - -	Gwinnett	Lindsay, Ellinor E. - -	DeKalb
Godwin, Vera - - - -	Meriwether	Lindsay, Gladys P. - -	DeKalb
Graham, Nellie - - - -	Greene	Littleton, Heppie - - -	Dooly
Green, Ruth - - - - -	Rabun	Luther, Kate - - - - -	Carroll
Greer, Leslie - - - - -	Jasper	McArthur, Louise -	Montgomery
Gresham, Lila Mae - - -	Wilkes	McBride, Eva - - - - -	Burke
Groover, Ethel - - - -	Chatham	McGlaun, Ruth -	Chattahoochee
Groves, Lucile - - - -	Lincoln	McEntire, Gladys - - -	Clarke
Grubbs, Ruby - - - -	Anderson, S.C.	McKee, Mamie - - - -	DeKalb
Guillebeau, Iris - - -	Lincoln	McMillan, Sallie R. - -	Marion
Gulledge, Mary Lou - -	Wilkes	Maddox, Sara Evelyn -	Monroe
Haines, Louise - - - -	Coweta	Malone, Gladys - - - -	Jasper
Hamrick, Frankie - - -	Pickens	Malcom, Maggie - - -	Morgan
Hardeman, Nina - - - -	Clarke	Maxey, Susie Kate - -	Barrow
Hargrove, Annie L. - - -	Dodge	Maxwell, Angia - - - -	Mitchell
Harper, Mary - - - - -	Morgan	Mayne, Harriette E. - -	Clarke
Harrell, Adrian - - - -	Decatur	Mercier, Nell - - - - -	Lincoln
Harris, Mary - - - - -	Harris	Moore, Ruby - - - - -	Houston
Hines, Mary - - - - -	Coweta	Moye, Mildred - - -	Washington
Hipp, Jewell - - - - -	Gilmer	Mullins, Jewel - - - -	Richmond
Holliday, Elsie - - - -	Wilcox	Musselwhite, Kate - - -	Taylor
Hoover, Grace - - - - -	Clay	Musselwhite, Marilu - -	Taylor
Horne, Mae Pauline - - -	Marion	Nelson, Emmie - - - -	Bartow
Huggins, Agnes - - - -	Evans	Nelson, Mary Frances - -	Upson
Humphries, Tommie M. -	Cobb	Nicholson, Beluah - - -	Rabun

Nixon, Nina M. - - - Campbell
 Pace, Marie - - - Morgan
 Parks, Blanche - - - Wilkes
 Pate, Reuben V. - - Gwinnett
 Patterson, Marie - Chattahoochee
 Price, Sarah Kee - - Lincoln
 Pugh, Orline - - - Baldwin
 Rawls, Christine - - Taylor
 Reynolds, Elizabeth - - Fulton
 Rhodes, Ruby - - - Greene
 Risener, Eula Mae - - Greene
 Roberts, Eloise - - - Jasper
 Ruark, Elizabeth M. - Morgan
 Ryan, Floride - - - Pulaski
 Sanders, Grace - - - Banks
 Saunders, Nellie - - - Clay
 Seals, Corabel - - - Hancock
 Sharp, Eva - - - Houston
 Sheffield, Laree - - - Jackson
 Shirley, Beulah - - - Milton
 Shirley, Susie - - - Milton
 Shivers, Mamie Lee - - Burke
 Simmons, Essie - - - Marion
 Slade, Susan - - - Muscogee
 Smith, Rosa Mae - - - Jefferson

Smith, Susie Belle - Washington
 Snow, Ophelia - - - Wilkinson
 Souther, Nelle - - - Jones
 Speer, Sara L. - - - Coweta
 Strickland, Florie - - Carroll
 Strickland, Lucile - - Clarke
 Tarpley, Mary - - - Henry
 Thigpen, Marie - - - Washington
 Thomas, Eula - - - Franklin
 Thomas, Jessie - - - Franklin
 Truitt, Maude - - - Wayne
 Tucker, Geneiveve - - -
 Anderson, S. C.
 Turk, Florrine - - - Taylor
 Turner, Dolly - - - Richmond
 Ward, Carrie - - - Lincoln
 Ward, Myrtle - - - Lincoln
 Watkins, Mary Emma - Talbot
 Whitman, Ruth - - - Barrow
 Williams, Bertha - - Rabun
 Wise, LaRue - - - Meriwether
 Wright, Margaret - - Pulaski
 Wright, Virginia - - Lincoln
 Yates, Lillian - - - Walker
 Young, Cleo - - - Taylor

Freshman.

Abbott, Willie Belle - - Milton
 Adams, Mattie - - - Morgan
 Arnold, Julia - McDonald, Tenn.
 Atkinson, Muryd - - -
 Florence, S. C.
 Bagby, Lucile - - - Walton
 Barbre, Nina - - - Dougherty
 Barrett, Ella Mae - - Madison
 Blanchard, Elsie - - Columbia
 Bostwick, Anna - - - Morgan
 Bray, Willie Joe - - - Madison
 Briscoe, Ruby B. - - - Walton
 Brooks, Codelle - - - Gwinnett
 Brooks, Gueston - - - Gwinnett
 Brown, Quilla - - - Madison
 Butler, J. C. - - - Clarke
 Corley, Lucy B. - - - Early
 Camp, Florence - - - Walton
 Camp, Johnnie - - - Whitfield

Cannon, Gladys - - - Tift
 Carter, Marjorie - - - Madison
 Cason, Mary - - - Richmond
 Colvin, Katherine - - - Fulton
 Cook, Ida - - - Clarke
 Cook, Lois - - - Heard
 Daniel, Norine - - - Heard
 Dobson, Ruby - - - Gordon
 Edwards, Lema - - - Monroe
 Edwards, Velma - - - Macon
 Evans, Thelma - - - Clay
 Fowler, Bettie - - - Clarke
 Fuller, Viola - - - Monroe
 Futrelle, Grace - - - Spalding
 Griffeth, Gladys - - - Oconee
 Hall, Mary - - - Richmond
 Haynie, Ladye - - - Oglethorpe
 Herrington, Ruth - - - Gordon
 Hill, Wilma - - - Sumter

Howard, Nettie Lou - - -	Sumter	Robinson, Martha - - -	Walton
Hubert, Blanche L. - - -	Clarke	Roquemore, Mary - - -	Jackson
Hughes, Louise - - - -	Clarke	Rucker, Ina - - - -	Wilkes
Hughes, Mildred - - - -	Clarke	Scoggins, Paul S. - - -	Clarke
Jones, Evelyn - - - -	Pike	Scoggins, Roy - - - -	Clarke
Kannarney, Almata - - -	Wilkes	Scott, Mary Lucile - - -	Pike
Kendrick, Christine S. - - - -		Scott, Lillian - - - -	Stephens
	Taliaferro	Simmons, Corine W. - - -	Macon
Lane, Conradine - - - -	Clarke	Smith, Clara E. - - - -	Madison
Lee, Lizzie Virginia - - -	Coweta	Smith, Frances - - - -	Dooly
Littlejohn, Pansy - - - -	Pike	Smith, Janet - - - -	Wayne
McCook, Sara Elizabeth - - -	Bibb	Smith, Mildred - - - -	Clarke
Malcom, Eva - - - -	Tift	Smith, Rosa Lee - - - -	Madison
Marshall, Zola - - - -	Oconee	Stephens, Annie - - - -	Walton
Mears, Annie - - - -	Richmond	Stripling, Roslyn - - -	Baldwin
Mercer, Gertrude - - - -	Twiggs	Sutton, Agnes - - - -	Oglethorpe
Miller, Margaret - - - -	Twiggs	Taylor, Nell - - - -	Richmond
Mills, Lillian - - - -	Calhoun	Thomas, Mildred - - -	Oglethorpe
Mullins, Ionie - - - -	Richmond	Thurmond, Lucy - - - -	Jackson
Nicholson, Miriam - - - -	Barrow	Turner, Eleanor L. - - -	Jackson
Norman, Ruby - - - -	Wilkes	Van Riper, Mary B. - - -	Sumter
Parker, Norma - - - -	Chatham	Vaughn, Nellie - - - -	Coweta
Parks, Willie Grace - - -	Tift	Varner, Jewel - - - -	Tift
Parrott, Nanelle W. - - - -		Walker, Minnie H. - - -	Jasper
	Greenwood, S. C.	Wallace, Florrie B. - - -	Spalding
Pearce, Annie - - - -	Chattahoochee	Ward, Emma Julia - - -	Lincoln
Pharr, Ada - - - -	Gwinnett	Wehunt, Ralph - - - -	Clarke
Philips, Estelle - - - -	Troupe	Weston, Dorothy - - - -	Fulton
Powledge, Elizabeth - - -	Coweta	Whitworth, Fannie M. - -	Clarke
Ritchie, Lucile - - - -	Jackson	Woodyard, Ruth - - - -	Clarke
Robinson, Annette - - -	Walton		

Review.

Allen, Daisy - - - -	Clarke	Epps, Marion - - - -	Clarke
Avant, Corille - - - -	Washington	Freeman, Bessie - - -	Oglethorpe
Bacon, Myrna - - - -	Bryan	Fulcher, Ina - - - -	Clark
Bell, Cleo - - - -	Clarke	Gill, Margaret - - - -	Bibb
Bell, Jewel - - - -	Clarke	Harison, Mary F. - - -	Dodge
Bennett, Chloe - - - -	Clarke	Hemrick, Era - - - -	Oconee
Boatner, Jennie L. - - -	Clarke	Heyser, Mary Lewis - - -	Fulton
Booth, Harvey - - - -	Clarke	Hill, Bernice - - - -	Banks
Brewer, Irene - - - -	Elbert	Hinton, Sunie Mae - - -	Oconee
Clark, Mattie L. - - - -	Dodge	Humphrey, Michael - - -	Decatur
Dickens, Lizzie Lou - - -	Oconee	Jackson, Lenira A. - - -	Clarke
Dougherty, Margaret - - -	Wilcox	Johnson, G. L. - - - -	Greene

Johnson, Lula - - - -	Fayette	Sims, Prulia - - - -	Barrow
Keiser, Martha - - - -	Bibb	Smith, J. B. - - - -	Clarke
Landrum, Mattie Lizzie -	Oconee	Smith, Katie Lou - - -	Clarke
McAllister, Hazel - - -	Marion	Stowers, Ollie - - - -	Dawson
McLeroy, Geneva - - - -	Clarke	Taylor, Bertha - - - -	Rabun
Malcom, Laurine - - - -	Oconee	Thomas, Julia - - - -	Barrow
Meeks, Lucile - - - -	Carroll	Thomas, Mary Alice - -	Oconee
Michael, Lillie Mae - -	Oconee	Wallace, Gladys - - -	Effingham
Mixon, D. C. - - - -	Ware	Wehunt, Lois - - - -	Clarke
Mixon, I. S. - - - -	Ware	Whitehead, Collette - -	Clarke
Moody, Martha - - - -	Clarke	Whitehead, Ida Mae - -	Oconee
Mullins, Kathryn - - -	Harris	Whitehead, Vennie - -	Clarke
Passe, Gladys Frances - -	Clarke	Yaun, Verna - - - -	Dodge
Patten, Thelma K. - - -	Clarke	Young, Mozelle - - -	McDuffie
Seymore, Eunice - - - -	Clarke	Young, Gladys - - -	Oglethorpe
Shackelford, Louise - -	Wilcox	Young, Ruth - - - -	McDuffie

Specials.

Bland, Madge - - - -	Toombs	Smith, Helia - - - -	Pike
McElveen, Ina - - - -	Bulloch	Wyatt, Ruth - - - -	Chattooga

Irregulars.

Allen, Mangus - - - -	Telfair	Hampton, Belle - - - -	Clarke
Anderson, Carmen - - -	Barrow	Harper, Percy - - - -	Morgan
Arnold, Sara L. - - - -	Clarke	Hubbard, Mrs. H. B. - -	Clarke
Baggs, Evelyn - - - -	Liberty	Lanier, Edwin - - - -	Candler
Beach, Rebecca - - - -	Glynn	Lawrence, Lorna - - -	Clarke
Brown, Garnett - - - -	Houston	Nix, Mozelle - - - -	Bibb
Burkhalter, Ollie - - -	Richmond	Race, Dorothy - - - -	Decatur
Burt, Grace - - - -	Oglethorpe	Rast, William J. - - -	Brooks
Calloway, Iris - - - -	Oglethorpe	Scarborough, Alline - -	Laurens
Coleman, Mrs. E. W. -	Toombs	Singleton, Helen E. - -	Fulton
Cummings, Elsie - - -	Chatham	Snead, Mary - - - -	Clarke
Davis, Ila - - - -	Calhoun	Stephenson, Mrs. Minnie -	Chattooga
Dooley, Irene - - - -	Oconee		
Faris, Mittie - - - -	Henry	Taylor, Undyne - - - -	Laurens
Flanigan, Claudia - - -	Clarke	Walker, Janie - - - -	Jackson
Fields, Kathlyn V. - - -	Early	Walton, Myrtle - - - -	Wilkes
Gardner, Elizabeth - - -	DeKalb	Walton, Nona - - - -	Wilkes
Garwood, Evelyn - - - -	Bartow	Way, Reita - - - -	Evans
Gunby, Myrtis - - - -	Lincoln	Weaver, Ina Mae - - -	Laurens
Haddock, Marguerite - -	Clarke	Yates, Minnie Kate - -	Carroll

ELEMENTARY TRAINING SCHOOL ROLL.

Grade One.

Anderson, W. H.	Lord, Ruth.
Autrey, Paul.	Marable, Mallia.
Bevers, Estelle.	Mitchell, Grace.
Bray, Lee Rowe.	Mize, Addie Sue.
Bray, Robert.	Odom, Grace.
Christopher, Margaret.	Pike, Reese.
Doster, Louis.	Pike, Warren.
Drake, Harold.	Pound, Stokely.
Duncan, Lunie Mae.	Ritchie, H. B.
Duncan, Eugene.	Rustin, James.
Fant, Glenn.	Saunders, Mardell.
Fowler, Frances.	Scoggins, James.
Freeman, McCall.	Slaughter, Nat.
Hughes, Charles.	Thomas, Sara.
Kenney, Martha.	Thompson, Mildred.
Lawrence, Harvey.	Wehunt, Quillian.
Lindsay, Mary Frances.	Whitehead, Eugenia.
Lord, Carlton.	Yearwood, Mary.
Lord, Mamie Lou.	Zachary, Richard.

Grade Two.

Anderson, J. T.	Jackson, Wilhelmina.
Autrey, Clarence.	Jarrell, Louise.
Bray, Helen.	Mize, Swayne.
Brackett, Donald.	Mygatt, Lucien.
Chappell, Nelle.	Pou, Edna.
Christopher, John.	Smith, R. D.
Doster, Curtis.	Thomas, Mildred.
Elder, Charles.	Woods, William.

Grade Three.

Adams, H. T.	Jennings, Walter.
Anderson, Ida Belle.	Johnson, Annie Lene.
Bond, Ruth.	Marable, W. J.
Bedingfield, Douglas.	Mitchell, Daisy.
Butler, Joseph.	Pike, Alice.
Bray, Mary Lou.	Reynolds, Robert.
Davis, Blanche.	Smith, Marlon.
Duncan, Helen.	Stephenson, Myrtle.
Fant, William.	Stevens, Harry.
Hubert, Douglas.	Sullivan, Pauline.
Huff, Mozelle.	Thompson, Hugh.
Hughes, Frank.	Whitehead, James.
Jarrell, William.	Yearwood, George.

Grade Four.

Adkinson, Robert.
Bond, Charles.
Brackett, Della Lee.
Cagle, Lois.
Duncan, Frances.
Fulcher, Leroy.
Elder, Margaret.
Graham, Sibley.
Henry, Joel.
Jarrell, Fred.
Kenney, Virginia.
Lindsay, J. B.

Mize, Rupert.
Pound, Lucy.
Rustin, Martha.
Scoggins, Cliff.
Slaughter, Julia.
Slaughter, Nell.
Thomas, Dorothy.
Wall, Annie Lee.
Wehunt, Winnie.
Wright, Louise.
Yearwood, Harold.

Grade Five.

Autrey, Violet.
Butler, Boyd.
Cagle, W. B.
Cartledge, Nellie.
Conaway, Leo.
Conaway, Royce.
Hill, Marvin.
Hubert, Hiram.
Hughes, C. D.
Lindsay, Hugh.
Mitchell, Frank.
Moon, Rollin.

Pike, Lawrence.
Scoggins, Fred.
Sims, Annie.
Smith, Randall.
Sorrells, Clara.
Stephenson, Earle.
Thompson, Louise.
Ward, Dorothy.
Whitehead, Zenas.
Whitworth, Lionel.
Wright, Joe.
Wright, Allen.

Grade Six.

Anderson, Thelma.
Bedingfield, Sallie Beck.
Brooks, Lillie.
Callaway, Blanche.
Callaway, Helen.
Callaway, Sarah.
Cartledge, Cleveland.
Drake, Asa.
Drake, Sarah.

Fulcher, Clarence.
Huff, Alberta.
Lyle, Olivia.
McConnell, J. C.
Rustin, Clara.
Saye, Paul.
Wall, Philip.
Wigley, Luther.

Grade Seven.

Anderson, Gladys.
Butler, Annie Vic.
Chappell, Mabel.
Dalley, Grace.
Eldom, Ben.
Epting, Cornelia.
Fant, Mary.
Fowler, Corrie.
Fowler, Winifred.

Freeman, Jessie.
Lawrence, Claire.
Mygatt, Ethel.
Patten, Launa.
Pike, Floride.
Pittman, Mildred.
Pound, Aldine.
Strickland, Vivian.

Grade Eight.

Boatner, Sara Lillie.
Brackett, Pauline.
Conaway, Clarice.
Daniel, Martha.
Haddock, Claudia.
Hancock, Ethel.
Hubert, Virginia.
Jennings, Margaret.
Kenney, Dorothy.

Kinnebrew, Ruth.
Lawrence, Genevieve.
Marable, Jewell.
McLeroy, Mary Lou.
Scoggins, Bruce.
Sims, Marion.
Whitworth, Lillie.
Wood, Mary.

STATE NORMAL SCHOOL
Athens, Georgia

APPLICATION FOR ADMISSION.

-----, 192-----
Name in full, surname first-----Age-----
Post Office address-----, County-----
Name of parent or guardian-----
Post Office address of parent or guardian-----
What school did you last attend?-----
Name of Principal?-----
What grade or class did you finish?-----
Do you hold high school diploma?-----
From what school?-----
Have you ever attended the State Normal School?----- When?-----
If you have attended an accredited high school, have you had your principal
fill out the high school certificate blank?-----
Have you a license to teach?-----What Grade?-----
Have you taught?-----How many months?-----
Do you wish to take an academic or an industrial course?-----
For what class do you think you are prepared?-----
When were you last successfully vaccinated?-----
Is your general health good?-----
Are your eyes in good condition?-----
Have you carefully read the catalogue?-----
Will you cheerfully abide by the rules?-----
On what day do you expect to reach Athens?-----What hour?-----
Over which railroad will you come?-----

You cannot be admitted to the school unless you bring a letter from your physician stating that you have not been exposed to any contagious disease for the last thirty days. See HEALTH CERTIFICATE BLANK (next to the last page of the catalogue.)

If you are a graduate or a student of any accredited high school, send in, before August 15th, records of your standing upon a blank which will be furnished you by any accredited high school principal. If you have been a member of a high school not accredited, bring a written statement of your scholastic attainments signed by the principal of your school.

With this application, send letters of recommendation from responsible parties in your home neighborhood.

Read the catalogue of the school and this blank carefully; if you desire to become a student of this institution, fill out the blank fully in your own handwriting, and mail as early as possible to

JERE M. FOUNDED, President,
State Normal School,
Athens, Georgia.

A CANDID WORD WITH PARENTS.

Students get restless and homesick before the Christmas holidays begin, and again before the session ends. They write begging letters to their parents, asking permission to come home. The school in consequence suffers confusion, and its work is seriously crippled thereby. A week or so of valuable time is practically lost out of the session every year for reasons like these.

It has therefore become necessary to establish the following regulations:

Students must not leave the school before the holidays begin, or before the session ends, and fall term students must not reenter tardily when the session is resumed after the holidays, without permission of the Dean, Mr. H. B. Ritchie. The student violating this rule will not be allowed to reenter the school.

Parents will please not give their children permission to go home or visit neighboring towns for trivial causes. Absences of this kind militate against the student and against the work of the school more, perhaps, than all other causes combined.

The Dean will allow no variations or exceptions except for providential reasons. When these reasons arise in the home, parents or guardians must communicate directly with the Dean by letter, telegram or telephone.

Please refer to the Dean all letters from students asking for variations from these proper regulations.

Except for providential reasons, you ought not to ask the Dean to set them aside.

HEALTH CERTIFICATE

To be presented by ALL Students, new and old, upon arrival, or upon return after the
Christmas Holidays, or other absences from the School

This is to Certify, That _____

*has not been exposed to any contagious disease in her home, or immediate
home-neighborhood, within the last thirty days, and has (or has not) been
successfully vaccinated.*

Signed:

Dated _____

M. D.

BULLETIN

OF

The State Normal School

ATHENS, GEORGIA

Twenty-Ninth Annual Session, 1922-1923

MARCH, 1922

Issued Quarterly by the State Normal School

Entered at the Post Office at Athens, Ga., as Second-Class Matter, November 8th, 1913
Under Act of Congress of July, 1893

Vol. 9

Serial No. 21

No. 1

CALENDAR, 1922-23

1922

Sept. 5th, Tuesday—School Dormitories open.

Sept. 5th, Tuesday—Classification of Students.

Sept. 6th, Wednesday—Classification of Students.

Sept. 7th, Thursday—Fall Term begins at 9:00 A. M.

Dec. 21st, Thursday—Christmas Holidays begin.

(Recitations end Wednesday, December 20th.)

1923

Jan. 3rd, Wednesday—Re-opening of school.

Apr. 17th, Tuesday—Founder's Day.

May 27th, Sunday—Commencement Sermon at 11:00 A. M.

May 28th, Monday—Annual Concert at 8:30 P. M.

May 29th, Tuesday—Annual Meeting of Board of Trustees, 10 A. M.

May 30th, Wednesday—Graduating Exercises, 8:00 P. M.

New students may enter at any time during the year, but it is best for them to enter before September 7th, or January 3rd.

BOARD OF TRUSTEES AND OFFICERS

B. S. MILLER, Columbus, Ga.-----President
H. Y. McCORD, Atlanta, Ga.-----Vice-President

Members ex-officio

Governor Thomas W. Hardwick-----Atlanta, Ga.
State Superintendent of Schools, M. L. Brittain-----Atlanta, Ga.
Chancellor, University of Georgia, David C. Barrow----Athens, Ga.

Members-at-Large

W. W. Stark-----Commerce, Ga.
A. B. Greene-----Fort Valley, Ga.

Members City of Athens

A. H. Davison-----Athens, Ga.
E. J. Bondurant-----Athens, Ga.

Members Representing Trustees of University of Georgia

Judge Loyd Cleveland-----Griffin, Ga.
H. J. Rowe-----Athens, Ga.
L. G. Council-----Americus, Ga.

Members Representing Congressional Districts

First District, Joseph W. Smith-----Reidsville, Ga.
Second District, S. B. Brown*-----Albany, Ga.
Third District, J. M. Collum-----Americus, Ga.
Fourth District, B. S. Miller-----Columbus, Ga.
Fifth District, H. Y. McCord-----Atlanta, Ga.
Sixth District, Frank F. Jones-----Macon, Ga.
Seventh District, E. S. Griffeth-----Buchanan, Ga.
Eighth District, S. B. Yow-----Lavonia, Ga.
Ninth District, L. M. Brand-----Lawrenceville, Ga.
Tenth District, William H. Fleming-----Augusta, Ga.
Eleventh District, V. L. Stanton-----Waycross, Ga.
Twelfth District, Judge W. W. Larsen-----Dublin, Ga.

Secretary and Treasurer

G. A. Mell-----Athens, Ga.

* Deceased.

COMMITTEES

Salaries—Brown, Barrow, Fleming, Brand, Council, McCord, Griffith.

Prudential—Brittain, Barrow, Rowe, Davison, Bondurant.

Legislative—Stark, Bondurant, Greene, Griffith, Stanton, Cleveland, Council.

Uniform—Brand, McCord, Yow.

Teachers and Course of Study—Brittain, Barrow, Yow, Stanton, Smith, Jones, Collum.

Finance—Brown, Brand, Davison, Cleveland, Council, McCord, Fleming.

Laws and Regulation—Fleming, Cleveland, Rowe, Stark, Larsen, Jones, Griffith.

Building and Grounds—Barrow, Yow, Smith, Rowe, Collum, Greene, Larsen.

FACULTY AND OFFICERS

DAVID C. BARROW, LL.D.-----Chancellor Ex-Officio
Chancellor of the University of Georgia.

JERE M. POUND, A.B., LL.D.-----President

MISS ELEANOR ADAMS,
Critic Teacher.

MRS. GERTRUDE A. ALEXANDER, A.M.,
Expression; Assistant in English.

MISS FRANCES RANDOLPH ARCHER,
Librarian.

MRS. J. W. BAILEY,
Assistant in Piano Department.

MISS BESS M. BAIRD,
Household Arts.

PETER F. BROWN, A.M.,
English.

MISS IRIS CALLAWAY, B.S.,
Assistant in Department of Mathematics.

MRS. LENA CHANDLER,
Housekeeper.

MISS LUCILE CHARLTON,
Critic Teacher.

MISS NELLIE COLBERT,
Matron, Gilmer Hall.

MRS. A. J. CONYERS,
Trained Nurse.

MRS. H. C. DOOLITTLE,
Reistrar.

MISS KATE DOWNS,
Critic Teacher.

WILLIAM T. DUMAS, A.M.,
Mathematics.

DAVID L. EARNEST, A.M.,
Science.

MRS. AGNES EBERHARDT,
Piano.

MISS LAURA ELDER,
Teacher of Rural School.

MISS EDITH GUILL,
Assistant in Department of Physical Education.

MISS HANNAH HANSEN,
Assistant in Department of Household Arts.

MISS IRMA HICKS,
Assistant in Department of Household Arts.

MISS KATE HICKS,
Principal Elementary School.

MISS ROBERTA HODGSON, A.M.,
History.

MISS ANNIE MAE HOLLIDAY,
Assistant in Department of Manual Arts.

MISS EMMIE JONES,
Bookkeeper.

MRS. MAGGIE LAMBDIN,
Matron, Bradwell Hall.

MISS FRANCES LEIBING, Cert. Sup.,
Public School Music.

MISS ANNIE LINTON,
Manual Arts.

MISS ELIZABETH LOVETT,
Assistant in Science Department.

JOSEPH LUSTRAT, Bach. es Lett.,
Romance Languages.

MISS MOINA MICHAEL,
Y. W. C. A. Secretary.

MRS. GRETCHEN GALLAGHER MORRIS,
(Pupil of Henri Appy and Camilla Urso, Cincinnati College of
Music, under Chevalier P. A. Tirindelli Cincinnati Conservator of
Music.)
Violin.

MRS. FRANK OSTERMANN,
Critic Teacher.

MISS CLEO RAINWATER,
Critic Teacher.

R. W. RAMIREZ, A.B.,
Assistant: Romance Languages; Spanish.

ALEXANDER RHODES, B.S.,
Business Manager.

H. B. RITCHIE, A.M.,
Dean; Education.

MISS DORIS ROBERTSON,
Assistant in Department of Household Arts.

E. S. SELL, M.S.Agr.,
Agriculture.

MISS HELEN L. SPROUT,
Latin and Greek.
Director of Correspondence Department.

MISS LURA B. STRONG,
Physical Education.

MISS HENRIETTA THOMPSON, A.B.,
First Assistant in Department of Household Arts.

MISS CAROLYN VANCE, B.L.I.,
Oratory.

MISS SARAH WEBB, Ph.B.,
Assistant in Department of Education.

MISS MARY M. WOODS, L.B.,
Assistant in Department of History.

MISS ELIZABETH YOUNG,
Critic Teacher.

MRS. MORRIS YOW,
Voice.

MISS MAY ZEIGLER, A.B.,
Assistant in Department of Education.

FACULTY COMMITTEES, 1922-23

Library: Archer, Hicks, Sprout, Brown, Hodgson, Zeigler.

Calendar and Entertainments: Linton, Eberhart, Michael, Rhodes, Callaway.

Schedule: Alexander, Callaway, Ritchie, Sell, Dumas.

Faculty Meetings: Earnest, Hodgson, Linton.

Promotion and Publicity: Sell, Rhodes, Earnest.

Curriculum: Brown, Ritchie, Alexander, Sell, Linton, Baird, Sprout, Dumas, Strong.

Publication: Sell, Rhodes, Brown.

University Representative: Ritchie, Brown, Alexander, Earnest, Hodgson, Sell, Linton, Strong, Hicks, Baird, Sprout.

School Organizations: Ritchie, Strong, Sell, Earnest, Michael.

Classification: Dumas, Brown, Ritchie, Sell, Alexander, Callaway,

Alumni-æ: Hicks, Woods, Elizabeth Young, Callaway, Clay.

Welfare: Rhodes, Michael, Strong, Baird, and Matrons.

Grounds and Buildings: Rhodes, Sell, Hicks, Lambdin.

Employment: Earnest, Hicks, Ritchie, Baird.

Records: Dumas, Webb, Linton, Holliday, Sprout.

Selection of Uniform: Baird, Thompson, Archer, Strong, Lovett

Absence: Earnest, Webb, Dumas.

DIRECTIONS FOR REACHING ATHENS

Have all baggage plainly marked with your name and STATE NORMAL SCHOOL, ATHENS, GA.

Arrange to reach Athens in the day time. If this is impossible, notify the authorities of the school of the exact time you will arrive and of the railroad over which you will come, that some one may meet you at night.

The school is on the street car line, as are also the Seaboard, the Central, the Gainesville Midland and the Southern stations. The conductors on the street cars will gladly tell you how to reach the school.

Do not give your baggage checks to anyone at the depot but a representative of the school, and never give them to a negro drayman. A representative of the Normal will meet each train.

HISTORICAL

In 1859 the Board of Trustees of the University of Georgia determined to erect a building for the Freshman and Sophomore classes of the University, and accordingly a site was selected near the City of Athens, and a substantial and commodious building was constructed. The corner-stone bears the following inscription: "This site was selected by the Prudential Committee, and W. L. Mitchell, T. R. R. Cobb, and H. Hull, Jr., Esquires, were appointed Building Committee of the Board of Trustees of the University of Georgia. The corner-stone was laid by the Mt. Vernon Lodge No. 22, on July 4th, 1860."

This was spoken of by the authorities, as "The University High School," but as the native rock found upon the spot was used in its construction, it was commonly called "Rock College," a name that it frequently goes by now, although in later years the name has been changed to Gilmer Hall.

Professor B. R. Carroll, with Professor L. H. Charbonnier as assistant, were the first to be placed in charge of the school. Upon the death of Professor Carroll, Professor Charbonnier became his successor. The school was kept until the latter part of the War between the States, when the building was seized by the Federals and occupied as a garrison.

In March 1886, Professor Ben I. Hunter took charge with an appropriation of three hundred dollars per annum from the State, for the tuition and support of each crippled Confederate soldier under thirty years of age, who would attend this school. It was not long before every room in the building was occupied by the young men who had been wounded during the war.

The school was in a prosperous condition until General Pope, who was then Military Governor of Georgia, issued an order for its suspension, alleging disloyalty because these wounded men would give the rebel yell when the band played "Dixie."

However, when General Mead took command, through the intercession of Chancellor Lipscomb and others, the school was allowed to resume operation. It continued to prosper until the Legislature of 1868 failed to make further appropriations.

As the University High School it was continued by Professor Hunter for two years after which Professor W. W. Lumpkin and Professor A. L. Hull carried it on for a year or two longer. The building was then unoccupied for some time.

After the establishment of the State College of Agriculture, which was in 1872, the buildings and grounds were occupied as an experimental farm under the management, successively, of Dr.

E. M. Pendleton, Professor George Little, General W. L. Brown, Dr. W. L. Jones and Professor J. B. Hunnicutt.

The act which established the State Normal School passed the General Assembly and was approved October 21, 1891. The act, as originally passed, limited the students to males, but the Legislature of 1893 amended the act to read as follows: "That the tuition in said school shall be free to all white students who are residents of the State of Georgia."

Governor W. J. Northen, himself a successful teacher and interested in better trained teachers for the common schools, used his influence to help establish the State Normal School. The Trustees of the University of Georgia, appreciating the situation, very generously offered to donate to the State the building known as Rock College and from six to ten acres of land contiguous thereto, together with the proceeds of the Gilmer fund, which amounts annually to one thousand dollars. Under the conditions of Governor Gilmer's will, this sum must be devoted to the training of teachers in the elementary branches of an English education only. The condition attached to this gift from the Trustees of the University was that the State should establish at Rock College a Normal School for the education and training of teachers for the common schools.

This generous gift was accepted by the General Assembly but that body failed to make any appropriation for the maintenance of the Normal School. But the act provided for a Normal School Commission, consisting of the State School Commissioner, the Chancellor of the University, and "Three citizens of Georgia, experienced in teaching and to be appointed by the Governor." The first commission was composed of S. D. Bradwell, State School Commissioner; Wm. E. Boggs, Chancellor of the University; Rev. A. J. Battle, D.D., President of Shorter College; Professor W. H. Baker, Superintendent of the Public Schools of Savannah; and Professor Lawton B. Evans, Superintendent of the Public Schools of Augusta.

With the income from the Gilmer fund and the sum of five hundred dollars given by the City of Athens through its council, and a contribution from Clarke County, the commission invited the Peabody Institute and the five counties of Clarke, Jackson, Oglethorpe, Greene and Oconee to unite with the Normal College in a summer session to begin July 11, 1892, and to continue for six or eight weeks.

Professor Lawton B. Evans was selected as president of these summer sessions which continued until 1895 when the State Normal School was permanently organized with Mr. S. D. Bradwell as

president and with an appropriation from the State of ten thousand dollars.

1. Gilmer Hall.

This building was erected in 1860 by the University of Georgia and was donated to the State Normal School in 1891. At first the Normal School was completely housed in this one building but it is now used exclusively as a dormitory. It was named for Governor Gilmer, as the income from a fund left by his will was used to help found the State Normal School.

2. Bradwell Hall.

In 1896 this building was completed as a two-story structure and the third floor was added in the following year, and was made possible through subscriptions by the teachers in the school. At first, part of the lower floor was used as a dining hall and the other part of the building was used as a dormitory for young men. It is used entirely now as a girls' dormitory. It was named for the first president of the school.

3. Old Auditorium.

In 1898 from appropriations of that year, the commission authorized the erection of this building. It is two stories high, with an auditorium on the first floor and class-rooms above.

4. Winnie Davis Memorial Hall.

The Daughters of the Confederacy planned this building to perpetuate the memory of Winnie Davis, daughter of Jefferson Davis, and it was through their efforts that this hall was built. It was completed in 1902 and is used as a dormitory. Various Chapters of the Daughters of the Confederacy maintain rooms in the building and make appointments of the students to occupy the rooms. Rooms are secured in the building by applying to Chapters who have furnished the different rooms.

5. Muscogee Elementary Training School.

George Foster Peabody gave the money to build and equip this building and it was completed in 1902. A well organized school of seven grades is carried on in this building to give the Senior class practice in teaching before they are allowed to graduate. The building was so named because Muscogee is Mr. Peabody's native county.

6. Smith Building.

This building was completed in 1906. It was made possible through gifts by James M. Smith, George Foster Peabody, the

State, Faculty, and a number of small contributors. It contains class-rooms and the administrative offices, and was named for the late James M. Smith.

7. Dining Hall.

The dining hall was also completed in 1906. The first floor of this building is used as a dining hall while the second floor is known as Senior Hall and is used as a dormitory.

8. Carnegie Library.

This building was given by Andrew Carnegie to the State Normal School and is of course used as a library. It contains about ten thousand volumes, and was erected in 1910.

9. Dairy Barn.

This structure is of concrete, modern and sanitary in every way, with a large silo made at one end. It was built in 1914 and is large enough to accommodate seventy cows. The school farm is located on the Oconee river three miles from town. This farm was purchased, equipped, and is operated without a cent from the State.

10. Infirmary.

The infirmary was built in 1916 as a result of the efforts of the Elijah Clarke Chapter of the Daughters of the American Revolution, although the funds were furnished by this Chapter in co-operation with the General Assembly.

11. Practice Home.

This building was used as an infirmary until the new one was built in 1916. It was converted into the practice home where the students get practice in home making, thus putting into practice things studied in the class-room.

12. Miller Hall.

With an appropriation from the State this dormitory was completed in 1917. This is a two-story structure and is modern in every respect. It is named in honor of Mr. B. S. Miller, President of the Board of Trustees.

13. Pound Auditorium.

This building was also finished in 1917, as an appropriation amounting to \$100,000 from the State was sufficient to build Miller Hall and the Pound Auditorium. It has an auditorium that will set 2,500 people; as well as a number of class-rooms and offices. This auditorium is named for the President of the School.

14. Rural School

This is a modern one-room rural school on the campus to give the Seniors practice in teaching in a country school. The building is well lighted and heated and complete in every detail. The children come in from the country, thus making a rural school as complete as possible. It was built in 1911.

GENERAL CONDITIONS OF ADMISSION

The purpose of this school is to "educate and train teachers for the common schools of Georgia." The terms of admission are as follows:

First: The applicant must be sufficiently mature and sufficiently well prepared to undertake the work of the school successfully. All students, when admitted are considered upon probation at all times; and, when unwilling or unable to do the work required, they will be privately counseled to withdraw.

Second: This institution is a vocational school, not a reformatory. We have no punishments. All trifling with rules and regulations or careless, indifferent, and improper conduct will subject the offender to the necessity of withdrawing. Only students with a serious purpose are desired; and only such will be permitted to remain. Students in training are supposed to be mature enough to be responsible and our dealings are with them, not with their parents.

Third: Good Moral Character. Every student will be required to hand to the President a letter of recommendation from some responsible party in the home neighborhood.

Fourth: Good Health. This school is delightfully situated in the Piedmont Hills. The conditions of health here cannot be surpassed. But in order to protect our students as carefully as possible we have always on duty nurses of the very highest training, whose business will be to constantly inspect the dormitories and to examine all the students personally for all evidences of sickness and ill health.

Fifth: Applicants for admission to the school must bring a letter from the home physician certifying that the applicant is in sound health and has not been exposed to any contagious disease within the previous thirty days. See blank for this purpose, next to last page. This letter must be presented upon arrival.

Sixth: Successful vaccination is also another absolutely necessary condition of entrance. All students upon arrival will have their arms examined by a physician; and if they do not have a satis-

factory scar, they must be vaccinated at once before they can be admitted to the school. In all cases it is better for applicants to be vaccinated before coming here, provided it can be done with fresh, pure, vaccine points.

These last two conditions are so imperative, and will be adhered to so rigidly, that the applicant who neglects them will be necessarily subjected to great trouble in entering the school. Plainly and emphatically, these things must not be neglected by any applicant.

Registering.

Upon reaching the school, the student should go at once to the office of the Registrar and fill out a registration blank properly. This blank is then taken to the Dormitory Manager's office where a Dormitory Room Ticket will be obtained. All moneys and fees should at once be paid at this office and receipts secured for same.

The Classification Committee will meet the students in various class-rooms for all assignments. A directory of where these committees may be found will be posted in conspicuous places in the corridors of the academic buildings. In order to be properly classified at once, the student should bring letter of introduction, health certificate, and all reports from former schools and teachers.

Boarding Department.

All dormitories are steam-heated, with toilet rooms and baths on every floor abundantly supplied with hot and cold water. They are comfortable, pleasant, and healthful homes for the students. All of our dormitories are the equal of the best dormitories in all matters of convenience and comfort. Students in each dormitory are under the care of a resident matron, who looks after their needs and comforts. The dining hall is one of the best in our knowledge.

Board in the dormitories includes room, table fare, heat, lights, and attendants for the rougher work.

Each student will pay for, and look after her own laundering, with the assistance of the matron in charge.

Each student must bring a pillow, pillow-cases, bed-clothes (including at least one white spread), towels, hair-brush and comb, and other personal toilet articles; also a bath-robe, bed-room slippers, overshoes, wrap and umbrella.

Male students do not room in the dormitories. Rooms are rented for them near the campus and paid for by the school. Such students pay the same rate for board as outlined in the catalogue, furnishing bedding, etc., just as the girls do.

Parents and friends visiting students cannot be accommodated

in the dormitories, as there is no room for them. They can secure board in the city.

Assignment of Rooms.

Rooms are not assigned until the opening of school in the fall. This work cannot be done during the summer, except the rooms in the Winnie Davis Memorial Hall and these are secured through various Chapters of the Daughters of the Confederacy. Students that arrive on the first day of the opening of school have a better chance of securing rooms where they want them.

EXPENSES

Terms for board (payable in advance, as indicated.)	
Sept. 5th, 1922—First payment -----	\$ 37.50
Nov. 9th, 1922—Second payment -----	37.50
Jan. 24th, 1923—Third payment -----	37.50
Mar 28th, 1923—Fourth payment -----	37.50
	<hr/>
	\$150.00
Matriculation fee (to be paid on entrance) -----	10.00

Board for students who do not make the quarterly payments as indicated above, will be at the rate of \$4.50 per week, \$1.00 per day.

All students entering before September 15th, will be charged from date of opening (Sept. 5th). Those entering on, and after Sept. 15th, will be charged from the date they enter school.

No tuition is paid by Georgia students. Students from outside the State are required to pay \$40.00 per year; \$20.00 upon entrance, and \$20.00 at the beginning of the second semester.

If advisable at any time to raise or lower the rates for board, the right to do so is reserved.

Money deposited on dormitory account will not be refunded. Money deposited on personal account may be withdrawn at any time. No part of the Matriculation fee will be refunded for any reason.

Checks for board or tuition should not be made payable to the President, but to the student.

Students must supply their own text-books. Books will be furnished at publishers' prices with cost of handling added. A second-hand book-store is also operated for the benefit of the students, who wish to buy or sell second-hand books.

The school has a farm of 215 acres, which is well equipped to furnish supplies for the dining-room.

Uniforms.

To promote economy, simplicity, and good taste in dress, every young woman in the school, unless especially excused by the President, is required to purchase and wear the uniform adopted by the school. Requests to be excused from wearing the uniform will not be considered except for very exceptional and unusual reasons.

The uniform consists of the following articles:

For church and street wear—a blue serge suit and cap, white waist, tan gloves, black shoes and hose.

For class room wear—a blue serge suit skirt, uniform waist of white poplin, blue Windsor tie.

For summer and evening wear—a white poplin wash skirt and white waist.

The suit, cap, gloves, white skirts and tie may be ordered by mail before the student leaves home. Unless placed in advance, the order must be given immediately upon arrival at the school. The white waists for school, church, and evening wear must be made of the material and according to the patterns designated in the accompanying leaflet giving detailed descriptions.

The above requirements will be rigidly enforced. There must be no attempt at evasion or partial violation of these regulations. No other articles, however similar can be substituted for those specified.

Students are expected to wear the uniform at all times both on and off the campus. They need not bring to the school dresses of other kinds, for it is desired that the uniform be worn on all occasions. This uniform is pronounced by all experts who have examined it as the cheapest, neatest, completest and best uniform prescribed by any institution in the South.

Uniforms must be kept in good condition. The enforcement of all regulations with regard to the uniform is within the authority of the matrons of the several dormitories. Students may be required to buy new garments whenever in the judgment of the President and the matrons it is deemed necessary.

Students must not sell or give cast off uniform garments to persons living in the vicinity of Athens.

The uniform skirt, cap, and white waist should be worn by former students when returning to the school in September. All students must wear the uniform as a traveling dress at all other times.

It is very desirable that uniforms be ordered before leaving home. A detailed description and order blank will be furnished upon request made to the Registrar.

JUNIOR HIGH SCHOOL

The work of this school includes the seventh, eighth, and ninth grades, or the last year of the elementary school and the first two years of the high school. Only a small amount of election is permitted. The work is of a high standard. Strong student teachers are used to a limited extent in this school. It is also used for observation.

COURSE OF STUDY

First Year

English -----	5
History -----	5
Mathematics -----	5
Science -----	5
Domestic Science or Shop -----	5
Physical Education ----	2

Second Year

English -----	5
History -----	5
Mathematics -----	5
Science -----	5
Domestic Science or Latin or Shop -----	5
Physical Education ----	2

Third Year

English -----	5
History -----	5
Mathematics -----	5
Science -----	5
Domestic Science or Latin or Shop -----	5
Physical Education ----	2

COURSE OF STUDY

Applicants for any of the Academic and Industrial Classes may offer certificates from accredited high schools for entrance into these classes. These certificates will be accepted as evidence of preparation in those subjects which are certified to and the holder will be allowed to take up any advanced work based upon the certified subjects. Work in one study cannot be accepted as the equivalent of work in a different subject.

All male students are excused from Physical Culture, and therefore are required to take, in the place of these two periods, two periods of Manual Arts or two periods of Agriculture until two years of work in each of these subjects have been completed.

Freshman

Academic

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	Units
Practical Pedagogy -	1	--	1	$\frac{1}{5}$
English - - - - -	4	--	4	$\frac{4}{5}$
Plane Geometry - - -	5	--	5	1
Latin or - - - - -	5	--	5	1
Physics - - - - -	3	2	3	1
History - - - - -	5	--	5	1
Physical Education -	2	--	--	$\frac{2}{5}$

Industrial

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	Units
English - - - - -	4	--	4	$\frac{4}{5}$
Civics - - - - -	3	--	3	$\frac{3}{5}$
Biology - - - - -	2	1	2	$\frac{3}{5}$
Plane Geometry - - -	4	--	4	$\frac{4}{5}$
Sewing - - - - -	--	1	--	$\frac{1}{5}$
Drawing and Color - -	--	2	--	$\frac{2}{5}$
Physical Education -	2	--	--	$\frac{2}{5}$

Sophomore

Academic

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	Units
Psychology - - - - -	3	--	3	$\frac{3}{5}$
English - - - - -	5	--	5	1
Solid Geometry - - -	4	--	4	$\frac{4}{5}$
Chemistry or - - - -	2	1	2	$\frac{3}{5}$
Biology or - - - - -	2	1	2	$\frac{3}{5}$
Latin - - - - -	3	--	3	$\frac{3}{5}$
History - - - - -	4	--	4	$\frac{4}{5}$
Rural Education - - -	2	--	2	$\frac{2}{5}$
Physical Education - -	2	--	--	$\frac{2}{5}$

Industrial

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	Units
Psychology - - - - -	3	--	3	$\frac{3}{5}$
English - - - - -	5	--	5	1
Chemistry - - - - -	2	1	2	$\frac{3}{5}$
Rural Economics - -	3	--	3	$\frac{3}{5}$
Cookery - - - - -	--	2	--	$\frac{2}{5}$
Handicrafts - - - -	--	2	--	$\frac{2}{5}$
Physical Education - -	2	--	--	$\frac{2}{5}$

Junior

Academic

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	College hours
History of Education— First semester				
Principles of Teaching Second semester	3	--	3	2
Methods - - - - -	3	--	3	2
Child Study - - - - -	2	--	2	1
English - - - - -	3	--	3	3
Expression - - - - -	3	--	3	--
Rural Education - - -	2	--	3	2
Household Arts - - -	2	--	2	1
Public School Music -	2	--	2	--
Physical Education - -	2	--	--	1
History or Mathe- matics or Latin or French or Spanish - - - - -	3	--	3	2

Industrial

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	College hours
Methods - - - - -	2	--	2	1
English - - - - -	3	--	3	2
Agriculture - - - - -	2	1	2	2
Physical Education - -	2	--	--	1
Elect 10 periods—				
Physiology - - - - -	2	--	2	1
Cookery and Foods	1	1	1	1
Plain Sewing - - - -	--	2	--	1
Textiles, 1st sem. - -	2	--	2	1
Millinery, 2d sem. - -	--	2	--	--
Junior Crafts - - - -	--	2	--	1
Junior Arts - - - - -	--	2	--	1
Design 1 - - - - -	--	2	--	1
Interior Decoration - -	--	2	--	1

Senior

Academic

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	College hours
School Management -				
First semester				
Methods - - - - -				
Second semester	3	--	3	2
Prac. School Teaching	4	--	--	--
Conference - - - - -	1	--	--	--
English - - - - -	3	--	3	3
Expression - - - - -	3	--	3	--
Rural Education - - -	2	--	3	2
Agriculture - - - - -	2	--	2	1
Public School Music -	2	--	2	--
Physical Education - -	2	--	--	1
History or Mathe-				
matics or Latin				
or French or				
Spanish - - - - -	3	--	3	2

Industrial

Courses	Recitation periods per week	Laboratory periods per week	Hours of preparation	College hours
Meth. & Sch. Mgmt. -	3	--	3	2
Practice Teaching - -	2	--	--	--
Conference - - - - -	1	--	--	--
English - - - - -	3	--	3	3
Agriculture - - - - -	1	1	1	1
Physical Education - -	2	--	--	1
Elect 10 periods—				
Cookery - - - - -	--	2	--	1
Dressmaking - - - - -	--	2	--	1
Dietetics and Or-				
ganization of H. A.	3	--	--	2
Home Management -	3	--	3	2
Woodwork - - - - -	--	2	--	1
Senior Crafts - - - -	--	2	--	1
Senior Arts - - - - -	--	2	--	1
Design - - - - -	--	2	--	1
Methods in Art - - -	--	2	--	1

COLLEGE COURSES

The courses outlined below are the last two years of college work, and are based on the completion of the regular Normal course, or an equivalent. On the completion of these courses, either an A.B. in Education or a B.S. in Education will be granted according to course selected. Six periods per week in Education are required each year, and the remaining twelve hours may be filled from five groups of elective studies. Four subjects must be elected from these groups, each subject requiring three periods, making a total of eighteen periods.

Junior

Required.

Principles of Secondary Education and Methods of Teaching in High School	3
Educational Psychology and Tests and Measurements.....	3
Group 1—The English Novel, or Latin, or French, or Spanish..	3
Group 2—Differential Calculus, or Botany, or Organic Chemistry, or Physics	3
Group 3—Current History, or Rural Economics, or Geography..	3
Group 4—Poultry and Landscape Gardening, or Clothing, or Handicrafts	3
Group 5—Physical Education and Health, or Public School Music, or Public Speaking	3

Senior

Required.

Public School Curriculum and Observation and Teaching under supervision	3
City, State and County School Administration and School Supervision	3
Group 1—The Drama, or Latin, or French, or Spanish	3
Group 2—Integral Calculus, or Zoölogy, or Household Chemistry, or Physics	3
Group 3—Community Civics, or Rural Sociology, or Geography..	3
Group 4—Plant Breeding and Farm Management, or Experimental Cookery, or Drawing	3
Group 5—Physical Education and Health, or Public School Music, or Public Speaking	3

AGRICULTURE

1. Agriculture.

This is a course in general agriculture designed to meet the needs of teachers who expect to teach the subject in the public schools. The topics studied will be those in a text on general agriculture

but in addition field trips will be made and laboratory work will be required, as well as suggestions given for the best methods to be used in teaching this subject.

Two periods per week throughout the year. Senior Academic.

2. Animal Husbandry.

The relation of farm animals to permanent agriculture, the principles involved in feeding, the importance of balanced rations to secure the proper development of animals will be the foundation of this course. Later a detailed study will be made of the different breeds of cattle, swine, horses and poultry. One period per week will be devoted to laboratory work in the study of feeds, testing milk, working balanced rations and determining the profitableness of certain animals.

Three periods per week for the first semester. *Full year*

3. Agronomy.

This course will consist of the study of soils, the importance of the conservation of soils, the value of soil water as well as the means for the retention of this water. The value of manures and fertilizers, and a crop rotation as a factor in permanent agriculture will be stressed. A number of farm crops will be taken up in detail, with regard to varieties, means of improving and the insects and diseases of each crop will be studied. Laboratory work will be required.

Three periods per week for the second semester. Junior. *1st year*

4. School and Home Gardening.

In this course a careful study will be made of garden plans after which the students will be required to make one suitable for local needs; using varieties that are best adapted to this climate. The best method of keeping fertile the garden soils and the use of manures and commercial fertilizers, the insects and diseases affecting garden crops are among the other topics that will be taken up. Laboratory work will be required one period per week in which actual practice in growing a garden will be done as well as knowledge gained in the application of fertilizers; an acquaintance with different varieties of vegetables and the importance of spraying in the control of insects and diseases.

Two periods per week for the first semester. Senior. *2nd year*

5. Agricultural Education.

This is a course that deals with the method of teaching agriculture. Emphasis will be placed on the organization of the teaching material: how to teach various topics and how to use illustrative

material, such as charts and slides. The organization of clubs and the home project method will be discussed.

Two periods per week for the second semester. Senior.

6. Poultry.

The breeds of poultry, the care and management, the proper feeding and the insects and diseases of poultry will form the basis for this course. Consideration will be given to the location and construction of poultry houses.

Three periods per week for the first semester. Junior, College Course.

7. Landscape Gardening.

In this course a study will be made of the selection of flowers, shrubs and trees suitable for different types of homes and school buildings. The proper arrangement and grouping of the plants will be emphasized. Rural school grounds will be taken up in detail.

Three periods per week for the second semester. Junior, College Course.

8. Plant Breeding.

The greater part of this course will be given to the study of domesticated races and the manner of improvement. Careful attention will be given to such topics as natural selection, artificial selection, variation, heredity, and environment. The origin of species as treated by different authors will be discussed.

Three periods per week for the first semester. Senior, College Course.

9. Farm Management.

This is a study of farm plans including size and location of buildings; fences, roads, different types of farming, labor, ownership or rental, market problems, coöperation, records and accounts.

Three periods per week for second semester. Senior, College Course.

EDUCATION

1. Practical Pedagogy.

A course presenting in simple and concrete form the psychological basis of study, the typical methods of instruction, the daily problems of school life, and the art of teaching in its most practical form.

One period per week throughout the year. Freshman.

2. Psychology.

A course in Psychology from the point of view of educational theory and practice. A brief study is made of physiological psychology, followed by intensive work on the nature and function of the mental processes as revealed in human behavior. Through a study of perception, association, memory, imagination, reflective thinking, reasoning, judging, attention, interest, feeling, emotion, instinct, habit, will, and character, the student gains a better understanding of the problems involved in the training of children.

Reading Course Required: Thorndike; James; Dewey; Titchener; Angell; Judd; Munsterberg; Breese.

Three periods per week throughout the year. Sophomore.

4. Principles of Teaching.

The work in this class is intended to be both scientific and practical. It is based on the laws of psychology and their use in the actual work of teaching. It makes use of modern scientific psychology and especially of recent investigations. The pupil is expected to get practical control of principles by using them. He is expected to have his practices based on well understood reasons and to be able to modify his practices when occasions demands.

References: Dewey, *School and Society*; James, *Talks to Teachers on Psychology*; Bolton's, *Principles of Education*; Bagley, *Educational Values*.

Three periods per week for one semester. Junior.

5. Child Study.

Attention is given to the foundation of child study in other sciences, and to the more general, permanent, and practical truths thus far revealed by students of children, particularly regarding their physical nature, growth, development, abnormalities and defects, with methods of remedy; tests and measurements, meaning of infancy; periods of childhood; suggestion, habit, moral development, influences affecting personality.

References: Kirkpatrick's *Fundamentals of Child Study*; Rowe's *Physical Nature of the Child*; King's *Psychology of Childhood*; Sully's *Studies of Childhood*; Hall's *Adolescence*; Tyler's *Growth and Education*.

Two periods per week throughout the year. Junior.

6. Methods.

Study of the nature, structure, function, and place of the lesson; the working of the child's mind on the progress of the lesson; the development and formulation of principles underlying the recitation, the work of the teacher in stimulating and guiding the child's

activity; making lesson plans and teaching lesson wholes under systematic and constructive criticism; methods of presenting subject matter; observation of a variety of type lesson with reports and discussions.

Three periods per week throughout the year. Junior.

7. General and Special Methods.

The success or the failure of the work of a teacher is determined by the changes which are brought to pass in the children who are being taught. This course considers the ends or aims involved and how they may be attained as economically as possible. It deals with habit formation, memory, thinking, individual differences, transfer of training and how to study. A portion of the time is also used in discussing and applying standards for measuring the achievements of children.

Three periods per week, one semester. Senior.

8. School Management and Supervision.

This course undertakes to prepare the student to understand the various problems which will arise in connection with the school other than instruction. It deals with routine, daily program, attendance, hygienic conditions, discipline, incentives, coercives, records and grading and the teacher's relation to school officers and the community.

References: Dutton, School Management; Foght, The American Rural School; Sears, Classroom Organization and Control.

Three periods per week, one semester. Senior.

9. Practice Teaching.

Connected with the State Normal School is a well organized, thoroughly equipped Training School, which serves both as a school of observation and as a school of practice for student-teachers. Two periods in the morning and one in the afternoon should be reserved throughout the year for observation and practice teaching. Observation is begun in the Junior year and continued throughout the Senior year.

As a means of helping to raise the standards of the rural schools of the state to meet the social and economic needs of modern rural life, a rural school has been established in connection with the Training School, in which student-teachers are given an opportunity to study rural school problems, thereby better fitting themselves for efficient service in country schools.

The Junior High School is also used for observation and practice for those who are preparing to teach in junior high or high schools.

The members of the Senior class are required to do practice teaching throughout the year in the various grades of the Training School and to co-operate in the work of the Rural School under the supervision and guidance of the head of the department of Pedagogy and the Principal of the Training School, with the sympathetic and constructive criticism of skilled critic teachers. Before teaching, detailed lesson plans are prepared and submitted for criticism.

Four periods per week throughout the year. Senior.

11. Common School Review.

Provision will be made to give a rapid review of the common school branches to those who need the review.

12. Conferences.

In addition to the bi-weekly class conferences, the officers of the department of Pedagogy, the officers and teachers of the Training Schools, and all the members of the Senior class meet once a week for conference and discussion of the work of the Training Schools and vital educational problems in general.

One period per week throughout the year. Senior.

13. Thesis.

Original investigation of some important phase of education, with a written report thereon, is required of members of the Senior class.

14. School Law.

A course of lectures on the salient provisions of the laws relating to the common school system of the state.

Special periods. Junior, Senior.

15. Reading Course and Current Educational Literature.

In addition to the regular course of study in this department, courses of reading are offered, based upon professional material at hand in the pedagogical department of the Carnegie Library of the State Normal School. A score or more of current educational periodicals coming to the Library form the basis of class conferences throughout the Junior and Senior years.

Special periods. Junior, Senior.

16. Principles of Secondary Education.

This course is designed to give an intensive study of the modern problems in secondary education. It will include a study of the ultimate and proximate aims of high school education, selection and presentation of subject matter, plans for the economic use of

the student's time, and classroom management. It will involve the psychology of high school subjects, type lessons, solution of problems and practical work.

Three periods per week, one semester. Junior, College course.

17. General Methods of Teaching in High Schools.

The course deals with the problems of classroom teaching. It is a general methods course for prospective high school teachers and supervisors. The following problems are treated: selection and arrangement of subject matter, economy in classroom management, teaching various subjects, individual differences, supervised study, the use of books, laboratory methods, questioning, measuring the results of teaching. Reading and practical work required.

Three periods per week, one semester. Junior, College course.

18. Educational Psychology.

This course is designed to acquaint the student with the more important laws and principles of psychology as they apply to the educative process, and to give a survey of the experimental findings in the learning process. Among the topics considered will be: native tendencies, habit formation, memory and association, laws of learning, individual differences, transfer of training, interference, fatigue and the mentally defective and the gifted children.

Three periods per week, one semester. Junior, College course.

19. Tests and Measurements.

This course is planned to give a working knowledge of the more important standard tests for measuring the ability and achievement of elementary and high school children. Practice in administering tests and interpreting results will be an important part of this course. Special consideration will be given to the use of standard tests in diagnosing, classifying and evaluating the progress of children in various school subjects. Intelligence tests, readings, laboratory work.

Three periods per week, one semester. Junior, College course.

20. Public School Curriculum.

The principles underlying the formation of the public school curriculum as related to social conditions and social needs, giving attention to the increasing demand for courses that will definitely meet the needs of vocation, health, civic life, family life, social intercourse, conduct, and leisure. A study will be made of the application of the technique of science to selecting, grading, and organizing the course of study in the important public school subjects. Study of the work of special committees and practical work required.

Three periods per week, one semester. Senior, College course.

21. Observation and Teaching Under Supervision.

As far as possible the students are assigned to the specific kind of work which they expect to do. The work is done under the direction of the head of the department and trained supervisors. After a period of observation, student teachers are made fully responsible for a certain part of the teaching. Conferences are held for constructive criticism of teaching and planning new lessons.

Three periods per week, one semester. Senior, College course.

22. City, State and County School Administration.

This is a study of the principles underlying an efficient state school system, both city and county, with special reference to the present and future needs of Georgia. Topics studied will include: educational surveys; the federal government in public education; school funds; school budgets; selection, preparation, certification and improvement of teachers; school libraries; buildings and equipment; consolidation; compulsory attendance; free supplies; retardation; economy and efficiency. Field work and practical work required.

Three periods per week, one semester. Senior, College course.

23. School Supervision.

The purpose of this course is the preparation of supervisors and supervising principles. This course considers the problems of the superintendents and principles in relation to attendance, organization, classification, marking systems, promotion plans, acceleration, retardation, elimination of pupils, records and reports. It will consider the function of the supervisor, methods of supervision and effective devices used by supervisors. Criticism and improvement of instruction and standards for judging instruction. Practical work.

Three periods per week, one semester. Senior, College course.

ELEMENTARY TRAINING SCHOOL

The relation of theory to practice is the same in teaching as in medicine; hence, schools for the professional training of teachers require training schools for the application of the theory of teaching just as schools of medicine require hospitals for the application of the theory of medicine. The most important equipment for every technical course in the modern school is a well equipped laboratory. In every Normal School the one essential

feature is the Training School, it being the pedagogical laboratory in which the student-teacher observes the workings of the child mind and applies the knowledge thus gained in carefully planned teaching acts.

The Training School performs two distinct but related functions: It furnishes regular classes for the observation of expert teaching and serves as a school of practice for students in which they may serve an apprenticeship as actual teachers. In the conduct of practice, it is the general purpose to help students to appreciate educational theory by themselves putting it into practice, and to train them in those practical adjustments which constitute effective teaching. To this end there is a minimum of discussion and a maximum of doing.

It is the purpose of the Training School of the State Normal School to give to its teachers in training, particularly Juniors and Seniors and Specials, opportunity to observe and apply the most approved methods in education, with the idea of putting these into practice in the schools of the state.

The Training School is amply equipped with a library, a shop, a gymnasium, a kitchen, and a dining room, and the different class rooms are well equipped with modern appliances.

The school is a well organized one of nine grades, and the course of study is planned to meet present needs in the life of the child and to suit the interests of the various periods of child development. The work, so far as practicable, is based upon present day industries, and especially the industries which are taught in the school: Cooking, Gardening, Sewing and Manual Training. In addition to the industries named, the course of study includes Reading, Writing, Spelling, Drawing, Painting, Language and Grammar, Literature, Elementary Science, Geography, Arithmetic, Algebra, History, Music, and Physical Training.

Before any student is permitted to do practice teaching in the Training School, the equivalent of academic and professional work as given in the Junior class of the State Normal School must be satisfactorily completed.

Before teaching in the Training School each student-teacher is assigned a grade and a subject, and is required to make for teaching detailed plans which must be submitted to the critic teacher for correction. After the teaching assignment is made four plans each week must be submitted to the critic in charge, and four must be accepted before a student-teacher is permitted to teach.

Academic Seniors are assigned to teaching and observation in pairs—one Senior doing actual teaching while the other one observes. At the expiration of two months teachers and observers exchange places. This plan of procedure is kept up throughout the

year. Each pair of Seniors is assigned to two different teaching subjects. Industrial Seniors are divided into three sections and are required to do some of both industrial and academic teaching.

Before taking charge of any grade, student-teachers must observe at least eight lessons of the grade in which they are to teach and preferably eight lessons of the subject which they are to teach. She must learn each child of the grade by name, and must learn the critic teacher's method of managing the grade.

Practice teaching is done under the immediate supervision of the critic teacher—the Director and Principal exercising general supervision.

While actually teaching, the student-teachers and observers meet daily with the critic teacher for discussion and criticism of the lessons taught. The following outline is used as a basis for judging a lesson:

1. Purpose.
2. Types.
3. Parts—Test—Teach—Drill—Assignment—Study.
4. Essentials:
 - a. Definite aim, well adapted, logically accomplished and with due emphasis on the important points.
 - b. Effort and self-expression on the part of the pupils.
 - c. Thought provoking questions, well adapted to the grade, well distributed and many of them coming from the pupils.
 - d. Help on difficult points.
 - e. Supplementing new points.
 - f. Good use of illustrative material.
 - g. Provision for good habits of study.
 - h. Inspiration to better efforts and higher ideals.
 - i. Tend to accomplish the aims of education.
 - j. Appreciation of good English.
 - k. Provision for habits of accurate observation.

In the final rating of a student-teacher, definite grades are given on the following points: Scholarship, discipline, teaching ability, initiative, resourcefulness, executive ability, personality, and results.

At the expiration of each teaching assignment, critic teachers make reports, from which an annual report is made for the employment committee. This report consists of a general estimate of the student-teacher's ability and promise as a teacher and such special characteristics as will be helpful to the employment committee in properly supplying teachers for the positions which they are requested to fill.

The Training School is composed of four very definite divisions or departments; the Rural School, the Primary, Elementary and the Junior High School. The Junior High School is composed of

the seventh, eighth and ninth grades. Students from this department may enter the Freshman Class of the Normal School or the third year of any accredited high school.

THE RURAL SCHOOL

Modern educational thought has centered about the city school; social and economic forces have developed the city more rapidly than the country, thereby retarding the growth of the country school and country life in general.

It is our purpose with a model building and modern equipment to help in adjusting the rural school to the agricultural and domestic life of the country; to demonstrate ways in which a rural school may be the social center of community life; to adjust the course of study to rural conditions and interests; to study the problem of the consolidation of schools, to show what may be done by one teacher in carrying out a practical course of study; to bring the student-teachers of the State Normal School in close contact with the actual problems of the country school. A schedule is arranged by which they may observe the daily work of the school and have practical experience in teaching in a country school.

The building is modern, consisting of a main school room, cloak room, and veranda, the size of the cloak room permitting one side of it to be utilized as a kitchen. Here a three-burner oil stove has been installed and demonstrations of simple cookery are given. One corner of this space is used for individual drinking cups and towels.

The equipment of the school is good. Individual desks are used. A large stove with zinc jacket about it furnishes heat. Three sides of the room are covered with the best green hyloplate boards. Four large windows admit all the light from one side. Both doors and windows are fitted with gauze. Two roomy cabinets are used respectively for library and dishes and linen.

The kitchen and the flower and vegetable gardens are the centers of activity. The children are country children, most of them the sons and daughters of farmers. They study practical agriculture along with their garden work. They germinate seed, study the soil, and learn the various parts of the plant. The garden work is not simply experimental; the children use on their table the vegetables which they cultivate. Some of the products are marketed. Many practical lessons in Language and Arithmetic are based upon this industrial work.

The idea of the attractive in furnishings is not overlooked. Above the boards, borders of burlap in soft brown are mounted. On these the color work of the children is arranged. A few copies of the

masterpieces also adorn the walls. Shades of restful color and bright stenciled curtains cover the windows.

The playground space is ample, and as much outdoor gymnasium work as is practicable is given.

Forty children may be comfortably accommodated at one time. The school is limited to seven grades, and the courses of study adopted for the state schools is carried out. In addition to this, training is given in practical school gardening, domestic science, singing and some manual and color work.

One of the most attractive features is the noon lunch each day. The table is set for a meal, and teacher and children lunch together. The boys and girls wash the dishes and store them away. This furnishes opportunity for teaching many neglected lessons, and the refining influence of this training is noted.

From four to six student-teachers are assigned to this school every month, having done observation work before beginning their actual teaching.

The school is a country school and has the sympathetic co-operation of the County School Superintendent and the county board of education.

JUNIOR HIGH SCHOOL

The junior high school is organized along the most approved lines and includes the seventh, eighth and ninth grades. It is designed to give the full equivalent of the first two years of high school. It is used for observation, demonstration and teaching under supervision.

ENGLISH

1. Rhetoric and Classics.

This course consists of a study of the principles of rhetoric and composition with frequent practical exercises in theme writing, and of a careful study of the following classics: The Sir Roger de Coverley Papers, Gray's Elegy and Goldsmith's Deserted Village, The Ancient Mariner, A Tale of Two Cities, Essays of Elia, Silas Marner, and The Idyls of the King.

Four periods per week throughout the year. Freshman.

2. Literature and Theme-Writing.

This course includes a study of the history of English literature and some of its greatest works: Chaucer's Prologue, Spenser's Faerie Queene, Shakespeare's As You Like It, Milton's Paradise Lost, Goldsmith's Vicar of Wakefield, Burke's Speech on Conciliation, Scott's Lady of the Lake, and Ruskin's Sesame and Lilies.

Five periods per week throughout the year. Sophomore.

3. Plays of Shakespeare.

In this course, the principal plays of Shakespeare are studied in class, attention being paid to formation of plot, character delineation, setting, and interpretation of thought. Other plays are read outside the classroom and reported on by the students.

Three periods per week throughout the year. Junior.

4. Elements and Kinds of Literature.

The fall term is given to a study of prose, a book of selections from the works of writers of today being used as models, and students being required to produce an original paper once a month. The spring term is given to a study of poetry, its elements, scansion, and varieties of form. Occasional exercises in verse writing are used for fixing the poetic forms in mind.

Three periods per week throughout the year. Senior.

5. The English Novel.

In this course a study is made of the development of the novel from the earlier romances and the eighteenth century essay. Representative novels of Richardson, Fielding, Smollett, Aresten, Scott, Dickens, Thackeray, George Eliot, Stephenson, Reade, Hardy, Kipling, Cooper, Hawthorne, Howells, and Fox will be read outside of class and written reports made to the class from time to time.

Three periods per week throughout the year. Junior, College course.

6. The Development of the Drama.

This course includes a study of History of the Drama: The Greek Drama, Latin Drama, French Drama, English Drama; Dramatic Construction; Study of Masterpieces; Antigone; Everyman; Marlowe's plays; Ben Johnson's plays; The Rivals; The School for Scandal; She Stoops to Conquer; Modern Drama of the English School, the French School, the German School, the Irish School, the Scandinavian School, the American School.

Three periods per week throughout the year. Senior, College course.

EXPRESSION

Realizing that the subject of reading receives the least attention of any subject in the curriculum, and that it was of the greatest practical advantage, the State Normal School is the first school in Georgia to introduce the study of this subject as a required course for graduation. It is, with the exception of one other school, the only school in the state that now requires such work for graduation.

Students are not only given thorough drill in reading, that they may become good readers, but they are instructed in the methods of teaching reading; they are given actual school room practice in the presentation of model reading lessons; they are thoroughly drilled in the reading books that are adopted for state use, and in the supplementary readers adopted. The State Normal school students, therefore, go out into the schools of Georgia knowing the texts that they are to teach; having had drill work in the actual reading of the selections, and in the presentation of the matter, both required and supplementary. They know these reading books as individual books and as to comparative values; they know where certain stories are to be found; they know how to connect stories found in different books; they know which books to send their pupils to secure additional information on subjects under consideration; they know basal stories and material upon which to found their work in geography, history, nature study. They become saturated in the real literature of childhood; they learn to discern between the spurious and the real in literature; to judge books suitable for children, and wisely to direct the reading of their pupils, and to form their taste for good literature. They have had drill upon presenting plays; upon dramatizing selections in the reading books; in making moving picture plays out of school-reading-material; in pantomime; in story telling; in plays and games.

This course is one of the most practical possible, for reading is the basis of all other studies and is at the same time the means of introducing the student into the highest realms of thought.

No one can be so successful in training children for a play as he who has not only seen many plays, but who has himself taken part in at least one well presented play. Our graduates receive individual training, class training, dramatic training, teacher-training, dramatic-coach training. The teacher is thus prepared, not only to influence her pupils, but to make her school the center of community life. Ninety per cent of the schools in Georgia are rural schools. The teachers who go into these rural districts should become leaders of thought, instigators of higher ideals, and of standards of living and conduct. Trained to give simple readings, to discuss books, to prepare appropriate programs for special occasions, to present wholesome school and community plays, our students, as few others are, are in position to reach the homes and interests of the community. This is a conscious movement on the part of democracy to raise itself nearer to ideal democracy through the cultivation of the aesthetic sensibilities and intellectual powers.

The object of the department of Expression is to produce effective readers and speakers, and competent teachers of the subject of reading; to substitute simple, natural methods of expression for

the faulty delivery which commonly prevails. The aim is to supply to those who use the voice a course as scientific and thorough as can be found in any phase of education; to supply a course which is conducive to health; and to add a personal accomplishment.

1. Expression.

This course includes lessons in articulation which involves freedom of organs of speech; placement; accurate moulding of the elements of speech; pronunciation; also vocal technique which means breath control; development of resonance; placing of tones; purity, tone, projection, flexibility; compass; smoothness; power, and brilliancy of tones; freedom.

Study of selections from the great orators, essayists, dramatists, and poets, illustrative of these sixteen steps; the meaning of the steps, and their relation and interdependence; drill work and application to the individual need of the pupil. The methods of instruction in this course are based upon the fundamental laws according to which the mind unfolds. The work is fundamental, because it develops something in the pupil's mind power at every step; and practical, inasmuch as his practice is constantly tested by his ability to move his audience. A further study will be made of fundamental principles of expression; intellectual conception; development of power to read ideas; training of the eye; cultivation of simple emotions; series of studies for development of directness; practical exercises for cultivation of animation in reading and speaking, and in naturalness and simplicity; relation of reader to audience; commanding attention; intensity of expression; development of momentum; studies in light and shade; subtlety; studies in fulfillment of author's purpose; studies in atmosphere.

Dramatic interpretation, and presentation of scenes from the best dramatists. Richard II, Richard III, Julius Caesar, As You Like It, The Merchant of Venice, Romeo and Juliet, and Twelfth Night.

Three periods per week throughout the year. Junior.

2. Expression.

To some extent, time during this year must be given to methods, in order to prepare the students for teaching. This part of the work will consist in methods for Primary and Grammar grades, and will include lectures, discussions, and practical illustrative exercises. Some of the phases of reading studied are: the relation of reading to other studies in the curriculum; methods of getting good reading; enunciation and pronunciation; phonics; pitch, inflection, modulation, model work; the development lesson; conduct of the reading lesson; emphasis of the importance of good oral reading on the part of the teacher. The work will also include Prose Forms

and Poetic Interpretation—expressive study of Description and Narrative; Epic, Lyric, and Dramatic poetry, with special reference to the needs of the interpreter. Drill on steps of advanced criteria of expression. A study of all reading books adopted by the State of Georgia. Dramatic study and interpretation, plot, character study, and presentation of scenes from Shakespeare, and from modern dramatists, as Ibsen, Rostand, Hauptmann, Maeterlink, Yates. Thorough study of Browning and the Dramatic Monologue. Required reading: Hamlet, Othello, Lear and Macbeth.

Three periods per week throughout the year. Senior.

HISTORY

1. Medieval History.

This course includes the study of the religious institutions of the Middle Ages, emergence and development of European states; the Crusades; effect of Oriental culture on Europe; rise of towns; trade and the common people; transition from Medieval to Modern ideals.

Five periods per week throughout the year. Freshman.

2. American Government.

This course includes a study of the importance of government; the development of Federal Constitution; functions and officers of the three departments of government; political parties and their functions; powers of state, county, and municipal government.

Three periods per week throughout the year. Freshman.

3. Modern European History.

In this course the following topics will be studied: political unification of European nations; changes in labor, manufactures and transportation; capitalism and the factory system; political and social reforms; nationalism, imperialism, international relations; the outbreak of the World War.

Four periods per week throughout the year. Sophomore.

4. Advanced Course in American Government.

This course includes a study of: principles and functions of Government; administrative organization in United States; comparison of Federal, State, and local forms; forms of citizenship and sovereignty in leading European states and America; methods of popular control and expression of public opinion; parties; nature and scope of financial and budgetary method; regulation of commercial and labor interests; problems of Government reforms.

Three periods per week throughout the year. Junior

5. American History.

This course is based on a review of the nineteenth century of United States history; forming of the Federal Government; parties; the Westward movement; sectionalism; slavery; the Civil War; reconstruction; contemporary history and industrial era; growth of trusts and labor organizations; United States as a world power; international relations; banking, currency, and credit; the characteristic features of Americanism.

Three periods per week throughout the year. Senior.

6. Current History.

This course will embrace a study of the causes and conduct of leadership in the great war; military and diplomatic causes; colonial conflicts in Africa; racial and political conflicts in the Balkans; balance of power, concert of Europe; German egemony and pan-German ideals; outbreak of war; modern methods of warfare; military movements on all fronts; origin and history of peace movements; past Peace conferences, aims and results; peace negotiations; Paris-Versailles conference; claims; attempted political and economic settlements; treaties; League of Nations; disarmament conference; international relations. The course purposes to train the students in the proper interpretation of facts and events of our own times, to discover and understand history in daily newspapers and periodicals, and to form logical and clear conclusions.

Three periods per week throughout the year. Junior, College course.

7. Applied Community Civics.

This course is applied workings of American government and citizenship, and includes development of co-operation; growth and application of ideals of liberty and law; principles of business and industry; city and country life; problems of union; international relations; America and other nations; government control of health and disease; labor and industry; water and food supply; charity, crime and correction; education.

Three periods per week throughout the year. Senior, College course.

HOUSEHOLD ARTS

Fees.

A fee sufficient to cover the necessary expenses is charged in classes where laboratory work is done. These fees are due and payable in advance—at the beginning of each semester.

Cooking Uniforms.

Every girl taking cooking is required to have at least two all white cooking aprons, two hand towels three-fourths of a yard long, and two navy blue or white denim pot holders six inches square. The aprons must be made according to Pictorial Review Pattern No. 7836. The material should be firm, of good weight—cotton sheeting, "Fruit of the Loom," "Cabot Cotton," Normandy linen or Indian Head are suggested. The apron should be made even with the skirt of the wearer. These articles should be made and brought from home ready for use at the beginning of the term.

1. Sewing.

This course gives a general knowledge of garment making. The various stitches and processes ordinarily used in sewing are taught in the making of simple articles. Hygiene and economics of clothing are studied in elementary form.

Two periods per week throughout the year. Freshman.

2. Cookery.

An elementary course in cookery designed to give a working knowledge of household processes connected with food. Attention is given throughout to sanitation, right habits of working, and to the care and management of kitchen furnishings.

Two periods per week throughout the year. Sophomore.

3. Foods.

This course begins with an elementary study of metabolism. This is followed by the classification of foods based on their chemical composition, and a detailed study of the important foods under each class. Special emphasis is placed on the nutritive value of each food, its place in the diet and its economical value. The subject is also considered from a professional standpoint.

Two periods per week throughout the year. Junior.

4. Cookery.

A laboratory course in which food preparation is co-ordinated with and based upon a study of the composition and nutritive value of foods. It is planned to give a thorough understanding of the principles underlying the preparation of different types of food, and also, to secure a fair degree of skill in manipulation of materials and utensils. Emphasis is placed on neatness and orderliness and economy in use of materials. Simple home meals are planned and served, and the cost of food in relation to the income of the home and of the school is studied.

Two periods per week throughout the year. Junior.

5. Plain Sewing.

This course includes the fundamental processes of elementary sewing. Emphasis is placed on selection of materials with relation to design, utility, durability, and cost, and the care and repair of clothing. Simple garments are made for which both drafted and commercial patterns are used. Good technique and high standards of workmanship are stressed.

Two periods per week throughout the year. Junior.

6. Textiles.

This course comprises the history and development of textiles, the study of fibers, and the identification of fabrics, with emphasis on those points which affect the appearance, wearing quality, prices, and uses of materials. Suggestions are made for the correlation of the subject matter with other clothing subjects.

Two periods per week for first semester. Junior.

7. Millinery.

A course planned to meet the needs of students who are preparing to teach. It provides instruction in the designing, selection, making and trimming, care, and remodeling of hats. Suggestions for teaching millinery are included.

Two periods per week for second semester. Junior.

8. Physiology.

This course consists of a study of the construction of the human body, its ordinary behavior, operations or workings, and its proper management, protection and care. Emphasis is placed upon personal and public hygiene and individual and general health. Simple lessons in home nursing are included.

Two periods per week throughout the year. Junior.

9. Household Arts.

This is a survey course of the principles of home making planned for academic students. Such topics as the consideration of the family as a unit of society; the organization of the household, its general purposes, and the economic and social relations are discussed, with emphasis on household conditions as affecting the health and comfort of the family and community. The topics are approached from the practical standpoint, suggestions are made for further investigation of subjects and or teaching the subject matter.

Two periods per week throughout the year. Junior Academic.

10. Cookery.

This course is a continuation of Junior Cookery, and provides opportunity for review of the principles of cookery, substitution

and variation of recipes, economical uses of left overs, and adaptation of recipes to school work. Simple problems in home canning and preserving are given. Practical problems are provided for the planning, purchasing, preparation and serving of food for groups under pressure of economy of money, time and effort. A series of lessons is devoted to demonstration lessons. Class discussions are held on sequences of lessons, management and cost of lesson for public school classes.

Two periods per week throughout the year. Senior.

11. Dietetics.

Lectures, discussions, and laboratory work. This course presents the fundamental principles of human nutrition and their application to the feeding of individuals, and families under varying physiological and economic conditions. A study of the proper diet for infants and young children, and of the school lunch, is included. The selection of subject matter, the adaptation of material and methods of presentation for high school pupils are discussed.

Two periods per week throughout the year. Senior.

12. Dressmaking.

This course is planned for those who have had instruction in elementary sewing. The aims are to give the student a broader understanding of the scope and content of the subject matter in clothing by including problems which embrace the fundamental principles involved in the selection and design of clothing, the theory and use of color, pattern making, and clothing construction. Professional work is included.

Two periods per week throughout the year. Senior.

13. Home Management.

This course is designed to give the students actual practical experience and skill in the organization and management of the home, to test the ability of the student, and to set social relations and standards. It consists of class discussions and related practical work in the Practice House. The problems of the Practice House are used as a basis for the class discussion. The Practice House is owned by the institution and is in charge of an instructor of Household Arts. The house maintains itself, and keeps up its own equipment. Every senior, majoring in Household Arts, is required to live in the house at least thirty days.

Three periods per week throughout the year. Senior.

14. Organization of Household Arts.

A professional course, consisting of lectures and class discussions designed to meet the needs of students majoring in Household Arts.

A study is made of the history, organization and promotion of Household Arts and its articulation of subject matter, courses of study for special types of schools and equipment of laboratories are given. Special methods in class organization and management are discussed, and reference books, bulletins, and pamphlets are reviewed.

Three periods per week throughout the year. Senior.

15. Clothing.

This course includes a detailed study of fabrics; a survey of the individual and social conditions which have influenced the design of costume in different centuries; a study of the fundamental principles of design; and exercises involving the use of these principles in costume.

Three periods per week throughout the year. Junior, College course.

16. Experimental Cookery.

This course consists of an experimental study of special problems in food preparation. It includes the study of cookery apparatus, the uses of different food materials; a qualitative and quantitative study of recipes, of the chemical and physical changes produced by heat and in the combination of materials.

Three periods per week throughout the year. Senior, College course.

LATIN

1. Cicero.

Four of Cicero's Orations will be read with special attention to their historical setting. The course will also include understanding Latin in the Latin order; careful study of vocabulary; the writing of a biographical sketch of Cicero.

Five periods per week throughout the year. Freshman.

2. Virgil's Aenied.

Books I, II, and VI will be included in this course. Attention is given to Virgil's figures of speech; the declension of Greek nouns; review of forms and laws of syntax; the study of important myths.

Three periods per week throughout the year. Sophomore.

3. Selections from Horace.

Papers are required on the Augustan Period. Construction and literary values are dwelt on.

Three periods per week throughout the first semester. Junior.

4. Livy.

This course involves a study of Livy's style; sight reading; emphasis on translation into choice English.

Three periods per week throughout the second semester. Junior.

5. Cornelius Nepos.

In this course quick reading is encouraged, covering as much ground as possible. Sight reading is stressed.

Three periods per week throughout the first semester. Senior.

6. Ovid.

In this course special attention is given to the story of the creation. Important myths are studied. Stress is laid on sight reading.

Three periods per week throughout the second semester. Senior.

7. Sallust.

The books studied in this course will be Jugurtha and Cataline. Attention will be given the literary quality and the history of the literature. Sight translation will be included.

Three periods per week throughout the first semester. Junior, College course.

8. Tacitus.

Agricola and Germania. Attention will be given to the methods of production of a Roman comedy and to the common dialogue metres.

Three periods per week throughout the second semester. Junior, College course.

9. Juvenal.

Satires. Careful and accurate translations are stressed. A paper is required.

Three periods per week throughout the first semester. Senior, College course.

10. Lucretius.

De Rerum Natura. Emphasis is placed on accuracy of translation.

Three periods per week throughout the second semester. Senior, College course.

MANUAL ARTS

1. Basketry.

In this course use is made of native material such as wire grass, pine needles, etc., in the making of at least two baskets. Raffia and rattan baskets are also taught. Stress is laid upon good shape,

firm construction, even, regular stitches, smooth weaving, harmonious color combinations.

Two double periods per week during one-half of first semester. Sophomore.

2. Blackboard Illustration.

This course consists of illustrative sketching, suitable for elementary grades.

Two double periods per week throughout one-half of first semester. Sophomore.

Fee for this course and Basketry, \$1.50.

3. Paper and Cardboard Construction.

The purpose of this course is to give students a knowledge of the various forms of this work suitable for primary grades. The course includes paper folding, cutting, cardboard construction, and simple book-making.

Two periods per week throughout the second semester. Sophomore.

Fee, \$1.50.

4. Bookbinding.

This course gives the processes of case binding and library binding. Reading and discussion of the origin and history of printing and book-making are included.

Two double periods per week throughout the first semester. Junior. *1st yr dip*

Fee, \$1.50.

5. Mechanical Drawing.

In this course the drawing board and tee square triangles are used in simple exercises to show three views of small rectangular forms, leading up to the making of working drawings of articles to be constructed in the shop. Good lettering is stressed.

Two double periods per week throughout the first semester. Junior. *1st yr dip*

6. Elementary Woodwork.

In this course the students will have practice in the use of a variety of woodworking tools. Correct manipulation of these tools and proper care of them will be stressed. Problems suitable for the grammar grades will be undertaken.

Two double periods per week throughout the second semester. Junior. *1st yr dip*

Fee, \$1.50.

7. Advanced Woodwork.

This course includes more expert work with tools and more difficult problems than Elementary woodwork. The problems are suitable for Junior High Schools, involving the designing and construction of useful articles for the home or for personal use. Wood finishes will be considered. The students of this course may teach elementary woodwork to fifth and sixth grade boys as part of their professional training.

Two double periods per week throughout the year. Senior.

Fee, \$1.50.

8. Pottery.

This is a practical course in work with clay, beginning with the "coiled" method of the American Indian and ending with the commercial method of today. Taking clay from the powdered form through successive steps of moistening, kneading, shaping on the whirler, incising or design, firing the biscuit, glazing and firing the second time, and finally waterproofing as the finishing process will be included in this course.

Two double periods per week throughout the first semester. Senior.

Fee, \$1.50.

9. Handicrafts.

This is a course in cabinet making and the designing and constructing of simple articles of furniture. Some advanced drawing will be required in order to design the articles to be made.

Three periods per week throughout the year. Junior, College course.

1. Drawing.

This course consists of: (1) Lettering, with unaccented or modern Gothic letters; accented or Roman letters; exercises in different styles of lettering, using both upper and lower cases; simple posters and portfolios; (2) Nature study: freehand outlines of plant forms; silhouettes of plant forms; line and mass composition; conventional plant forms; (3) Perspective: rules; drawing of cube, pyramid, hemisphere, cylinder, cone; (4) object drawing: simple objects, colored with crayon; simple groups; (5) Color: complements; experiments in different hues, values, and intensities of color; (6) Holiday drawings: Hallowe'en, Christmas, Thanksgiving, Georgia Day, Easter.

Two double periods per week throughout the year. Freshman. Fee, \$1.50 per semester.

2. Drawing.

In this course a study is made of: (1) Advanced lettering, consisting of lettering in advertisements; Posters; car card; portfolio; lettering as part of design; (2) Nature study: flowers, berries, etc., painted with water colors; decorative uses of plants; panel of flowers in temperine; (3) Perspective: practice in drawing groups of geometric solids; (4) Cast drawing: drawing from plaster of paris models; study of size, shape, value and edges of planes; (5) Still life: grouped objects in pencil, water color, pen and ink, temperine; (6) Color: various types of color schemes; color schemes applied.

Two double periods per week throughout the year. Junior.

Fee, \$1.50 per semester.

3. Drawing.

This course embraces a study of: (1) Figure drawing, with proportions of human figure; cast drawing; pose drawing; (2) Nature study: trees; outdoor sketches; landscape composition; (3) Perspective: interiors; exteriors; (4) Still life: advanced drawing of groups of objects; (5) Color.

Two double periods per week throughout the year. Senior.

4. Advanced Drawing and Painting.

This course includes a study of advanced composition and color. Oil colors are the principal medium used for this work.

Three periods per week throughout the year. Senior, College course.

Fee, \$1.50 per semester.

4. Senior Art Methods.

This course includes methods in teaching the different phases of drawing and painting, and Art history.

One period a week throughout the year. Senior.

1. Design.

This course consists of a study of: principles of design; tile; units; borders; surface patterns; blotter, panel and corners; lamp shade; book rack ends; bowl; block prints; historic ornament.

Two double periods per week throughout the year. Junior.

Fee, \$1.50 per semester.

1. Blackboard Drawing.

This course includes the study of: characteristic features of various countries in landscape sketches; panels for calendars; blackboard borders; holiday decorations; letters; birds; boats; log cabins and other houses; trees. Mediums used are soft white chalk, charcoal, and colored chalks.

Two periods a week throughout the year. Senior.

Fee, 50 cents per year.

MATHEMATICS

1. Plane Geometry.

This course includes a study of elementary notions; angles; triangles; quadrilaterals; constructions; properties of circles; proportion with practical applications; properties, etc., of the regular polygon; constructions. Reviews and original exercises will be conducted throughout the course.

Five periods per week throughout the year. Freshman.

2. Solid Geometry.

This course includes a study of the application of plane geometry and arithmetic in measurement and construction of the various kinds of plane figures; form in the construction and measurement of solids; deducing and applying formulas for the measurement of the surfaces and volumes of prisms, cylinders, pyramids, cones, frustrums, etc.; the geometry of the sphere. Original propositions and exercises will be stressed.

Four periods per week, one semester. Sophomore.

3. Advanced Algebra.

This course will include applications in solving geometric exercises. Special study will also be given to such topics as are not fully treated in an elementary course: (1) Radical quantities; (2) Negative, fractional and zero exponents; (3) Simultaneous quadratic equations; (4) Graphical representation; (5) Determinants; (6) Arithmetical and geometrical progressions; (7) Logarithms; (8) Reviews.

Four periods per week, one semester. Sophomore.

4. Plane Trigonometry.

This subject will deal with Trigonometric functions of an acute angle and use of natural functions and logarithms in the solution of the right triangle; functions of any angle and the sum and difference of two angles; the oblique triangle; applications in exercises and problems some of which are to be formulated from original data gathered by the student himself; and plane sailing.

Three periods per week throughout the year. Junior.

5. Analytic Geometry.

This course involves co-ordinate systems; elementary applications; the classification and construction of loci; the equation of the straight line; reduction to standard forms, etc.; properties of the circle, parabola, ellipse, hyperbola; polar co-ordinates; transformation of co-ordinates; tangents and normals.

Three periods per week, throughout the year. Senior.

6. Differential Calculus.

In this course a careful study will be made of differentiation; limits; analytic and geometric applications; successive differentiation; series; maxima and minima; partial and total differentiation; curvature; evolute and involute.

Three periods per week throughout the year. Junior, College course.

7. Integral Calculus.

This course will embrace a study of type forms; rational and irrational fractions; binomial differentials; trigonometric and definite integrals; geometric applications; successive integration; differential equations; mechanical applications.

Three periods per week throughout the year. Senior, College course.

MUSIC

1. Public School Music.

The teaching of sight reading and the fundamentals of the theory involved is the aim of the work of this year. The first part of the year's work is devoted to correct singing tone and the reading of simple one part melodies. Later, two part and three part music is taken. A frequent division of a large class is made on the basis of the rapidity with which the students read. This affords the incentive of competitive work and makes it possible for the more musically inclined to advance according to ability and effort. During both Junior and Senior years all are encouraged to collect material of current musical events. Occasional four minute talks and illustrations on subjects relative to increasing appreciation and understanding of the best music and composers varies the usual and the more technical character of the class work.

Two periods per week throughout the year. Junior.

2. Public School Music.

Application of correct teaching methods of music to children is the main purpose of this year's work. A general consideration of problems in music encountered by the ordinary grade teacher is made with a view of a complete survey of the attainments in a course of study expected for each grade as a standard of accomplishment. The child voice and help for the vocally deficient is studied and song material acquired. Work in more advanced sight reading is continued. The privilege of electing music for a prac-

tise teaching subject and observation of lessons taught in the Elementary Practice School is a great aid in this year's work.

Two periods per week throughout the year. Senior.

3. Public School Music.

Advanced sight reading; methods for primary and intermediate grades including the explicit problems of each grade, song material and appreciation of listening lessons. A course of study by the year, months and weeks with material used is made for each grade. Organization and conducting of school bands and orchestras is also given.

Three periods per week throughout the year. Junior, College course.

4. Public School Music.

Advanced sight reading and fundamentals of harmony. Methods for the upper grammar grades and high school with the accompanying detailed course of study and explicit material to be used in each grade is studied. Type demonstration lessons suitable for the use of supervisors in instruction of grade teachers are also planned. Principles involved in choral work and their direction are applied practically in the Senior chorus organization as described elsewhere. The disposition of changing boys' and girls' voices and other characteristics of adolescence as bearing on the music course of those grades is a matter of particular importance and receives the study due it as such.

Three periods per week throughout the year. Senior, College course.

5. Senior Chorus.

The entire Senior class is organized for chorus at which practical application is made of methods for conducting community singing or grade and high school chorus songs. This chorus affords an excellent opportunity for those studying public school music with an idea of specialization to have a laboratory for experiment and practice in choral work. This is found of invaluable aid as the teachers of today are expected to take active community interests outside the school or in it as community center. One formal concert is given annually by the chorus which includes selections from the best classics.

Piano

Realizing the demands for better equipped Instrumental Music Teachers, the State Normal School has added Special Normal Course,

the object of which is to fit the student (at very little cost) to teach Instrumental Music.

Students are not only required to be acquainted with the representative works of the best composers, but must study the theory of music, harmony, history and pedagogy, and be able to analyze and criticise a musical composition intelligently.

The standard has been raised, the course carefully planned, and the department is well qualified to carry on the work. The advantages are equal to any music school in the south.

Students are graded and classified according to their technical skill, and their general musical knowledge. They are required to bring with them a complete list of studies and pieces, that they may be given credit for same.

Especial attention is given to ensemble playing. The year is divided into four terms, nine weeks each. Tuition payable in advance at time dormitory fee is due. Piano practice included. Tuition when once paid will not be refunded.

Piano, two periods each week, \$12.75 per term.

Harmony, two periods each week, \$9.00 per term.

Voice.

This course is divided into four terms of nine weeks each. A small fee of \$12.75 per term is charged. This includes use of piano for practice. This takes up the proper placing of the voice, breath control, relaxation, phrasing, and song interpretation. Songs of the best known composers and study of arias of well known operas will be studied.

Violin.

Instruction in violin consists of a graded course embracing elementary exercises and studies by Hohmann, Wolfhart, and others, progressing through Kayser, Books I and II, Mazas, Kreutzer, Schradieck Scale Studies Rode, Fiorillo Gavinies and others, with pieces by classic and modern composers, according to the proficiency of pupil. A candidate for diploma in violin must have studied Kreutzer and Rode, and some of the easier concertos and sonatas, have a reasonable repertoire of solos suitable for recital purposes, and be able to play easy accompaniments on the piano. Requirements for Harmony, History of Music and Ensemble are the same as in piano. Post graduate courses will be given on application.

ORATORY

The courses in Oratory are designed to develop the students in the art of expression through gesture, speech and presence, with the special idea of helping those who are to become teachers.

The methods employed overcome the effects of repression, stimulate free endeavor, increase "the joy of the working" and develop creative power. Each student is trained to express herself in many ways—in story telling, in dramatic personations, in oral composition, in platform reading and in literary interpretation. The student is taught to think and feel before an audience and to express these thoughts and emotions through her own individuality.

This results in a natural style, cultivates and refines literary taste, strengthens the imagination and develops personal power. Any student will find this study invaluable in teaching any other subject, because oratory tends to bring poise, freedom from self-consciousness, a responsive voice and body, a keener imagination, emotions aroused and directed to the expression of the best in one's nature. The following courses are offered to those desiring special study in Oratory, and will be given in one private lesson and three class lessons per week. The work is designed to cover a period of two years of study.

A certificate in Oratory will be given to students completing the courses as outlined below and also the following subjects: Psychology; History of Education; Principles of Education; Methods; English; Junior Literature; Physiology; Modern Language; Common School Music; Art History; Physical Culture.

A fee of \$9.00 for nine weeks will be charged students of this department.

1. Literary Interpretation

This course involves Evolution of Expression or the fundamental principles through which a student develops her powers of expression; selections from literature; platform deportment; recitals.

One period per week throughout the year. Junior.

2. Vocal Technique.

This course deals with articulation: phonetics, speech formation, pronunciation, impediments of speech; technique: study and use of voice instrument, control of breath, resonance, flexibility, power, freedom; expressive voice culture: tone language, exercises emphasizing the cultivation of the imagination to produce strong, brilliant and expressive voices.

One period per week throughout the year. Junior.

3. Bodily Expression.

The aim of Bodily Expression is to train the body to become the free responsive agent of the soul's expression. The course deals with physiology and psychology of gesture; harmony of action—hand exercises; pantomime.

One period per week throughout the year. Junior.

4. Educational Dramatics.

The great dynamic force, the drama, plays such an important part today in the development of the child that serious thought must be given to it. We believe, with President Eliot of Harvard, that dramatic instinct is a tremendous power over children that ought to be utilized for their good. It is the purpose of this course to give the student a working knowledge of directing children's plays. Plays are studied from the view of a reading lesson to the actual public presentation. Several Seniors during the year will have complete direction of a play, training children of the Elementary School. This includes planning and making of scenery and costumes.

One period per week throughout the year. Senior.

5. Story-telling.

The most universal method of imparting knowledge and of impressing moral and spiritual truths is through story-telling. Here all knowledge of child psychology is applied and students become familiar with every type of story. A "Story Hour" is conducted by Oratory students every Monday.

One period per week throughout the year. Senior.

6. Advanced Interpretation.

This course involves a study of one act plays, the short story, and modern poetry. Recitals are given.

One period per week throughout the year. Senior.

PHYSICAL EDUCATION

Physical education aims at the highest possible condition of health, through proper physical development. The mind and spirit are largely dependent upon the condition and cultivation of the physical nature. Only through harmony of body, mind and spirit can the highest degree of efficiency be attained.

Requirements.

Every student in the school is required to take work in this department. The Kea Act passed by the General Assembly of 1920 requires each student to complete one or more courses in physical education as a basis for graduation.

Gymnasium Work.

Work in this department includes free exercises, tactics, light apparatus, folk dancing, and games. The work is carefully graded to suit the needs of the various classes. In the Senior year normal

training in regular class work is given. A fund of material for teaching purposes is accumulated and courses are given in the theory and practice of games and dances suitable for school room and playground. Special stress is placed upon a study of the health manual prescribed by the State Board of Education.

College Course.

This course will include work in the theory and practice of physical education, such as anatomy, hygiene, pedagogy, methods of teaching, first aid, diagnosis, a study of the different systems of gymnastics, corrective work, advanced apparatus, dancing, athletics and practice teaching.

Athletics.

The work of this department includes, in addition to the regular gymnastics, careful instruction in outdoor games and sports. A well equipped athletic field is provided for the use of the students. A number of Field Days are given during each year, and the victorious class is awarded the possession of a beautiful loving cup.

Gymnasium Suit.

The gymnasium suit adopted by the school consists of white middy blouse, black bloomers and black tennis slippers. These articles are part of the school uniform and must be purchased after reaching Athens.

ROMANCE LANGUAGES

1. French.

This is a course for beginners which represents two years' high school work. It consists of careful drill in pronunciation, a thorough study of grammar and syntax, dictation, exercises for translation, conversation and the reading of easy French texts. No prerequisite.

Three periods per week throughout the year. Junior.

2. French.

This course is a continuation of French 1 and comprises constant practice in translating English into French, writing essays in French, conversation and extensive reading. Parallel reading is required. Prerequisite, French 1, or two years of high school work.

3. French.

This course consists of advanced work in French, such as study

of grammatical difficulties, Rhetoric, compositions and essays in French, conversation and extensive reading of different texts in and outside the class room. Lectures on literary topics will be given in French. Members of this class will be given a thorough course in methods of teaching modern languages and may be called upon to teach elementary classes. Prerequisite, French 1 and French 2, or three years of high school work.

Three periods per week throughout the year. Junior, College course.

4. French.

This is a course of practice in teaching and is open only to students who have had the three previous courses as sketched above. Lectures in French on French literature will be given weekly. The four year course as sketched above will be required for a Baccalaureate degree if French is elected.

Three periods per week throughout the year. Senior, College course.

1. Spanish.

This course for beginners represents two years' high school work. It consists of careful drill in pronunciation, a thorough study of grammar, dictation, exercises for translation, conversation, and the reading of easy Spanish texts. No prerequisite.

Three periods per week throughout the year. Junior.

2. Spanish.

This course is a continuation of Spanish 1 and comprises constant practice in translating English into Spanish, composition, conversation and extensive reading. Prerequisite, Spanish 1, or two years of high school work.

Three periods per week throughout the year. Senior.

3. Spanish.

This course consists of advanced work in Spanish, such as study of grammatical difficulties, compositions and essays in Spanish, conversation and extensive reading of different texts in and outside the class room. Lectures will be given in Spanish. Members of this class will be given a thorough course in methods of teaching modern languages and may be called upon to teach elementary classes. Prerequisite, Spanish 1 and Spanish 2, or three years of high school work.

Three periods per week throughout the year. Junior, College course.

4. Spanish.

This is a course of practice in teaching and is open only to students who have had the three previous courses as sketched above. Lectures in Spanish on Spanish literature will be given. The complete four year course will be required for a degree if Spanish is elected.

Three periods per week throughout the year. Senior, College course.

RURAL EDUCATION AND ECONOMICS

1. A Study of Georgia.

A know-your-own-state-course. The endeavor is to have the student know her own state—especially the modern tendencies. There is no text book used. The course is a lecture and recitation course. A note book is kept. Most of the work is done with outline maps.

Three periods per week throughout the year. Sophomore.

2. A Study of the Community.

It is given with an attempt to have the student realize that she is part of the life about her and must be a working force for advancement in the community. As a teacher she must be a leader. A consciousness of community affairs and a wide awake realization of the importance of knowing the community will help to develop this leadership. The course begins with a study of society—especially stressing the social institutions such as the Home, School, Church, State, and Economic Specials. The student then organizes a community; studying each phase of the organization. At least a month is taken in the study of Community Hygiene. The National and State Health programs are studied and epidemics are treated from the community standpoint. An individual pride of the physical is urged and an attempt is made to list the student in community sanitation work. A special study of the school as a community center is then taken up. Community recreation—a study of the facilities, methods, and places for recreation and play is made. The student then learns about community customs and laws. The course closes with a study of community economics—community problems and suggested solutions.

Two periods per week throughout the year. Sophomore.

3. Advanced Study of Georgia.

There is no text used but the student does a great deal of reference work. The work is mostly done with outline maps. As a

special part of the course the student writes a short history of the county from which she comes. The first part of the year is given to a study of an historical background for modern Georgia. Then the student is given the Geography of Georgia—stressing regional, surface, boundary, group, size, location, length and many other geographical features. A minute study is made of the population. The census is used largely and especially the Abstract of Georgia. Some of the phases studied are—growth of, total, rural, urban, increase or decrease of, whites in, blacks in, totals and percents of each, growth since first census of—population. The divisions of population as race, color, nativity, and sex is studied. Illiteracy is made a topic for discussion. All the phases including—causes, social and economical results of, and remedies for illiteracy are studied. A short course in Georgia civics is given, especially dwelling on the methods of taxation and political divisions.

Three periods per week throughout the year. Junior.

4. The Rural School.

This is a lecture course, with reference reading and note book work on the part of the student. As special work—each student draws a map of the county from which she comes and places on it the white schools. A questionnaire is then sent out for each school represented on the map and results are tabulated and studied. The first part of the course is a study of Rural School Architecture. The Building—outside and inside is studied, heating, lighting, ventilating, etc., are made special topics. After the building the grounds are studied. The kind of ground needed, what houses should go on it, etc.

Three periods per week throughout the year. Senior.

5. Rural Economics.

This course involves a study of the present economic conditions of rural districts, and the necessity of improving these conditions as a basis of other rural improvement; the economic development of agriculture; the factors of agricultural production; rent and present-day rent problems; the farmer's income; rural co-operation and credits; the marketing of farm products.

Three periods per week throughout the year. Junior, College course.

6. Rural Sociology.

This course takes up a study of the evolution of rural social conditions, the relation of physical environment to the several types of communities, economic and other causes which underlie changes in population, the present condition of rural communities,

and existing rural social organizations, their functions, efficiency and present status. The influence of such factors as production, transportation, communication, land tenure, sanitation, and rural social, religious and educational organizations upon the general welfare of rural communities, the improvement of such influence, and the use of the survey to ascertain rural social needs are topics which receive careful consideration.

Three periods per week throughout the year. Senior, College course.

SCIENCE

1. Physics.

This course deals with a study of matter and force and the relation of these to life and progress. The students are trained to get acquainted with the forms and forces around them and they also learn to make simple devices to use in the schools where no apparatus can be bought. Laboratory work is required.

Five periods per week throughout the year. Freshman.

2. Biology.

The plan in this course is to study typical plants and animals, leading up to a more detailed study of human physiology, anatomy and hygiene. This includes the study of protoplasm, metabolism, growth, reproduction, heredity and evolution. Instruction is given in the use of a microscope, the preservation of specimens and the making of collections. The living organisms are studied when possible; otherwise preserved specimens, models, microscopic sections, the stereopticon will be used.

Three periods per week throughout the year. Freshman or Sophomore.

3. Chemistry.

Elements and inorganic compounds are studied. These subjects are taken up with the connection they bear to comfort and civilization. The relation of chemistry to the saving of many by-products of the home and farm will be considered. Laboratory work will be required.

Three periods per week throughout the year. Sophomore.

4. Botany.

In this course the structure, functions, classes and uses of plants will be studied.

Three periods per week throughout the year. Junior, College course.

5. Organic Chemistry.

This course will embrace a study of the compounds, relations, uses, and properties of carbon, and will include laboratory work.

Three periods per week throughout the year. Junior, College course.

6. Physics.

This course treats of life and civilization as aided by force and energy, studied in connection with mechanics, heat, sound, light, magnetism, electricity, principles and applications of devices using energy. Laboratory work will be required.

Three periods per week throughout the year. Junior, College course.

7. Zoölogy.

This is a study of functions, habitat, relations, comparisons of animal life.

Three periods per week throughout the year. Senior, College course.

8. Household Chemistry.

This course embraces a study of composition, uses, sources, properties, and economics of compounds relating to life in the home.

Three periods per week throughout the year. Senior, College course.

9. Physics.

This course will be a continuation of Physics 6. Special emphasis will be placed on the principles and applications of devices using energy. Laboratory work will be required.

Three periods per week throughout the year. Senior, College course.

CARNEGIE LIBRARY

This building, as is indicated by its name, was the gift of Mr. Andrew Carnegie. It is well equipped with Library Bureau furniture and contains about ten thousand volumes with something like three thousand pamphlets. The faculty and registered students of the school have free access to the library and may draw books for home reading. To the general public it is for reference only.

The Reading Room is of infinite value to the students both for general reading and reference work. The following magazines are on file: American Cookery, American Journal of Education, American Magazine, American School Board Journal, Atlantic Monthly, Bookman, Century, Country Life, Current History, New York

Times, Current Opinion, Delineator, Education, Educational Review, Elementary School Journal, Good Housekeeping, Independent, Industrial Arts Magazine, Journal of Education, Journal of Home Economics, Journal of Psychology, Kindergarten and First Grade, Ladies' Home Journal, Literary Digest, Manual Training Magazine, Missionary Review, Musical America, Nation, National Geographic, Nature Study Review, New Republic, North American Review, Normal Instructor, Outlook, Playground, Progressive Farmer, Readers' Guide to Periodical Literature, Review of Reviews, Saturday Evening Post, School Arts Magazine, School Century, School and Home Education, School and Society, School Review, Survey, Teachers' College Record, Textile World, Travel, Woman's Home Companion, Worlds' Work, Yale Review, Harper's Monthly, Mentor, Hibbert's Journal, American City, Woman Citizen. These magazines are bound at the end of each school year and prove a most valuable aid in the Reference Department.

The library is open daily (except Sunday) from 8:45 A. M. until 5:30 P. M., closing for the dinner hour. Books other than "Reserves" may be borrowed from the library for two weeks. Reserved books are issued overnight only.

It is the main purpose of the library to both create and stimulate a taste for good literature as well as serve the various departments in their reference work. It is our ambition to give every student of every department a working knowledge of the institution and thereby double its value to the student body.

CORRESPONDENCE COURSES

Teaching by mail is becoming more popular every day, and the facilities have now been so perfected that there is no method of study which equals that of the correspondence plan for giving depth of scholarship and accurate knowledge of the subject studied. The State Normal School has so arranged its courses of study that all correspondence students will secure full credit for the work which they do at home should they decide eventually to attend the Normal School at Athens.

These courses are prepared by the heads of departments who are specialists in these branches. Directions as to text-books and lessons, and lists of review questions, will be sent the student. When the student writes out the answers to these questions and sends in her papers, these will be corrected and graded and again returned to the student. Credit will be entered upon the records of the State Normal School for the work done, and this credit will help the stu-

dent, who can come to the school later and take resident work, to obtain the diploma offered by this institution.

The charges for the courses are as follows:

Common School Review Courses

Arithmetic - - - - -	\$5.00
Grammar - - - - -	5.00
History, American - - - -	5.00
Physiology - - - - -	5.00
Geography - - - - -	5.00
Agriculture - - - - -	5.00
Reading - - - - -	5.00
Spelling - - - - -	5.00

General Culture Courses

Algebra - - - - -	\$6.00
Geometry - - - - -	6.00
Latin - - - - -	6.00
Rhetoric - - - - -	6.00
Literature - - - - -	6.00
Civil Government - - - - -	6.00

General Pedagogical Course

Dutton's "School Management," and Georgia School Law---\$5.00

For full particulars in regard to any of these courses of study, address the President, State Normal School, Athens, Georgia.

LECTURE COURSE

The school maintains a Lyceum Course which is free to all the students of the school and in which are engaged the best platform performers we can procure. In addition to this, a series of lectures by prominent men and women in the state, who have accomplished things in the special line of work in which each is interested, is kept up throughout the year.

Moreover, Athens affords the school wonderful opportunity of seeing and hearing those who have attained distinction along many lines of endeavor. The school, in fact, is at times embarrassed with the richness of its opportunities of this kind. From time to time such men as Dr. Campbell Morgan, Mr. George Foster Peabody and others of national reputation speak in the auditorium. But they are invaluable aids in giving finishing touches to the education which the school is striving to impart to its student body.

MOTION PICTURES

Motion pictures are frequently used by the various teachers to supplement their class-room instruction. This method of teaching has proven to be both interesting and instructive.

The moving picture machine is also used by lecturers who visit the school and at such times when the students are not otherwise engaged some of the best popular films are shown.

STUDENT ORGANIZATIONS

1. The Young Women's Christsian Association.

The Young Women's Christsian Association, through its social life, Bible study, mission study, church attendance and intercollegiate relationships, seeks to promote the spirit of Christian thinking and Christian living among students and to train them for Christian work.

The Social Work consists in aiding new students to harmonious adjustment to the school life and its activities.

The Course in Mission study is carefully planned and the text books used are the newest and best, treating both home and foreign mission problems.

Intercollegiate relationships have been established by delegations to the Georgia Student Volunteer Union, the Southern Conference of the Young Women's Christian Association, by visits of traveling student secretaries, delegates to the National Student Volunteer Convention, Cabinet training councils, and by the interchange of reports and methods with other associations.

Church attendance is emphasized in order that the students may derive all the spiritual benefits possible from the excellent church facilities of Athens.

2. Bible Study.

The purpose of this course is to give such a general knowledge of the Bible as will furnish to the students a background for future work in detail.

The lessons are arranged for systematic daily readings through the Bible, beginning with Genesis. Weekly reviews are held on these readings, bringing out such points about the great Book as every person ought to know.

The aim of the teachers in presenting these lessons is to bring the students into loving acquaintance with God's Word. This course covers four years.

The First Year's Course embraces the Law and History of the Hebrew Nation as found in the Bible from Genesis to Esther inclusive.

The Second Year's course is a study of the Poetry and Prophecy of the Bible, beginning with the book of Job and extending through the Old Testament.

The Third Year's course is the Life of Christ, or the historical study of the four Gospels. These lessons are so arranged as to bring together the corresponding parts of the four Gospels for com-

parison. There is no attempt made to study these parts critically, but simply to present the facts as given by the four writers.

The Fourth Year's course is a study of the Acts of the Apostles, of the Epistles, and of Revelation.

This course is entirely optional, but all students are encouraged to join one of these classes, and due recognition is given their work in the permanent records of the school.

The Bible classes are taught by members of the Faculty.

The State Normal School won second honor in this work in the United States at the Panama Exposition Young Women's Christian Association National Contest in 1915.

There has been an interest in the memorizing of Scripture prescribed by Helen Gould Shepherd, for which she presents a Student's Bible. The school has won 246 of these Bibles.

Students are urged to keep in their respective classes in Bible work as in other studies.

The State Normal School won first honor in the United States on the Student Association Honor Roll at the Panama Exposition for the largest average in production to total enrollment in Mission Study and Social Welfare classes in 1915. The School won second honor places in the two subjects that follow: volunteer Bible Study classes and attendance on religious services.

3. Woman's Christian Temperance Union.

In conjunction with the Young Woman's Christian Association work of the school, there is an organized Woman's Christian Temperance Union which holds regular meetings once per month and endeavors to further the study and interest in the Temperance Cause.

4. Altioria Literary Society.

At one time there was only one society in the State Normal School. On account of the overwhelming number of members it was advised that two societies be formed. In 1905 the two literary societies, under their new names, Mildred Rutherford and Altioria, began their work anew. Professor Earnest gave us our name "Altioria," meaning higher and better. Since the date of our birth, under the aim and excellent prevailing spirit of our motto, "Excelsior," we have been growing each year, striving for the supernal and superior things in our school life. The aim of the Altioria Society is the advancement of scholarship by enjoying together the best to be found in literature and the development of "Ideal Womanhood" through faithfulness and usefulness to our school and to our fellows.

5. The Mildred Rutherford Literary Society.

The aim of this society is to develop the literary phase of the student life through the creation of an interest in and appreciation for literature, music and art. The betterment of the social life of the school is the result of the activities of this organization and it is in this connection that some of the closest friendships are formed which exist not only while in attendance here but the influence of which will be felt far into the future.

An example of the highest type of womanhood is set before the girls in the sponsor of this organization, Miss Mildred Rutherford, whose fine and noble character and the ideals for which she stands are ever a beacon light to those who know her.

6. L'Alliance Francaise.

One of the distinctive features of the French course is the opportunity of the students to affiliate with the L'Alliance Francaise, an organization composed of those familiar with and interested in the French language both in this school and the other educational institutions of the city. Meetings are held once a month, at which time prominent French scholars address the organization on some topic of general interest. This organization has been a means of creating a greater interest in and a wider knowledge for the French language.

The Honorary President of the L'Alliance Francaise (Athens group) is Chancellor D. C. Barrow of the University, and the President, Professor J. Lustrat, head of the department of Romance Languages at the University and at the Normal School.

7. Glee Club.

The purpose of this organization is recreative choral work as well as to afford an opportunity for the study of classical compositions. Membership is open to any member of the student body. The organization gives two concerts annually and assists at other functions of the school.

8. County Clubs.

Nearly every county in Georgia is represented at the State Normal. Many of these counties have enough students to organize and there are more than twenty county clubs. There are a number of benefits to be derived from these clubs. Among the most important are—a definite way to study home county and home conditions; a united band to aid in the development of county affairs; a splendid way for those from home to get-to-gether; a medium to interest other students in the school; a source of great pleasure and leisure. These clubs are doing splendid, constructive work.

More counties are to be organized and it is the aim of all of them to keep up the supply of members from year to year and to be of real SERVICE to the people at home.

9. The Round Table.

The Round Table is a gathering of all students who desire to attend at a regular meeting every Saturday night just when supper is over. The organization is nine years old and its aim is to furnish wholesome recreation and to develop a love for and a power to tell the best stories to be found in our literature. Current topics are discussed, songs rendered and some pleasing story told and commented on. This organization started with but six members at its inception, and now has increased in size until there is no room on the school campus that will hold the attendance without crowding.

10. Athletic Association.

The Athletic Association is an organization of the students to promote and encourage outdoor sports and athletics and is under the direct supervision of the Department of Physical Education.

The Association has a well-equipped athletic field, with courts for tennis, basketball, volley ball and other games. Field Days and various athletic contests stimulate interest in outdoor activities and provide sane, wholesome recreation.

11. Alumni-æ Association.

The Alumni-æ Association of the State Normal School is an organization concerned with the welfare of the school and its alumni-æ, and with the professional advancement of education. It is the channel through which the school and its alumni-æ can be of mutual help to each other. Its purpose is to provide a scholarship fund, to promote loyalty to the school, and to disseminate the ideals for which the school stands.

All graduates of the school are active members of the Association and all persons, who have at any time been students of the school, are associate members.

The officers of the Association are as follows: President, Kate E. Hicks; Secretary, Iris Callaway; Treasurer, Mrs. H. C. Doolittle.

12. Normal Light.

The Normal Light is the student paper. It is issued in newspaper style. It is printed twice a month. All general school news; society dots; editorials; literary society pages; Y. W. C. A. notes and jokes form the basis of its development. The editors are elected from the student body. They do all the writing for the paper under the supervision of a faculty member.

13. Crystal.

The Crystal is the Senior Annual. Every Senior class publishes a Crystal. The book appears at the end of the year. It is a memory book in printed form. The editors are elected from the Senior class.

STATISTICS FOR 1921-22

Registered students to date (Feb. 15, 1922), 619; students registered during Summer School, 374; pupils in Muscogee Elementary School and Country School, 217; students registered for Correspondence Courses, 60; total, 1,270.

Teachers and officers, 45. Counties represented by students, 121. Students holding diplomas from other schools, 304; students holding first grade license, 36; second grade license, 33; students having experience in teaching, 53. Forty-five per cent of all our students are the sons and daughters of farmers.

Total registration since the foundation of the school, 14,646, more than 90 per cent of whom have since taught in our common schools. Total graduates to June, 1921, 1,724. Graduating class this year numbers 204.

Buildings: Academic buildings, 4; Dormitory buildings, 4; Dining Hall and Senior Hall building, 1; Rural School, 1; Carnegie Library, 1; Infirmary, 1; Practice Home, 1; Dairy Barn, 1; Stock Barn, 1; total, 15.

ROLL OF STUDENTS, 1921-22

Senior

Abbott, Helen - - -	Muscogee	Chunn, Aline - - -	Meriwether
Adams, Willie Maude -	Jackson	Clarkson, Annie B. -	Dougherty
Addison, Lula Mae - -	Franklin	Colquitt, Frances - - -	Upton
Alexander, Lula - - - -	Banks	Combs, Metta Rae - -	Carroll
Albea, Marie - - - -	Lincoln	Conaway, Cora Lee - -	Clarke
Allen, Mayme - - - -	Ware	Conley, Mary - - - -	Chatham
Anderson, Frances - - -	Troup	Connors, Allie Mae - -	Sumter
Armour, Elvie - - - -	Wilkes	Cook, Reidie - - - -	Campbell
Arnold, Sarah Louise - -	Clarke	Cooper, Dolly - - - -	DeKalb
Atkinson, Rebecca - -	Clarke	Corbin, Madge - - - -	Bibb
Avrett, Helen - - - -	Jefferson	Cottle, Lucile - - - -	Tift
Bailey, Ethel - - - -	Clarke	Cox, Lucy - - - -	Taylor
Baker, Elwyn - - - -	Hancock	Crowley, Jimmie - - -	Carroll
Barnett, Helen - - -	Jackson	Dallas, Walter - - - -	Upton
Barnwell, Mary Lou - -	Crisp	Dame, Linnie - - - -	Clinch
Bell, Mary Lillian - -	Spalding	Daniel, Lydia - - - -	Long
Bird, Alva - - - -	Madison	Daniel, Sara - - - -	Heard
Bishop, Marguerite - -	Clarke	David, Lucile - - - -	Muscogee
Bragg, Mary - - - -	Pulaski	Davis, Mildred - - - -	Thomas
Brandon, Grace - - -	Columbia	Dedman, Bessie - - -	Muscogee
Braselton, Leita - - -	Jackson	Dixon, Mary Lou - - -	Jefferson
Bridges, Lorena - - - -	Terrell	Drake, Daisy - - - -	Clarke
Brooks, Marian - - - -	Gwinnett	Eaves, Estelle - - -	Haralson
Brown, Camilla - - -	Washington	Eaves, Gertrude - - -	Haralson
Brown, Inez - - - -	Early	Edwards, Annie - - -	Evans
Brown, Lillie Kate - -	Campbell	Emerson, Claire - - -	Chatham
Bohannon, Mildred -	Rockdale	Fant, Louise - - - -	Clarke
Boynton, Helen - - - -	Mitchell	Farr, Ethel - - - -	Franklin
Buchan, Rachel - - -	Pulaski	Felder, Annolyn - - -	Early
Buck, Louise - - - -	Muscogee	Fitzpatrick, Etta - - -	Monroe
Burk, D. C. - - - -	Bartow	Flanigan, Bessie - - -	Lincoln
Burnett, Mildred - -	Quitman	Flanigan, Grace - - -	Lincoln
Burroughs, Gladys - -	Madison	Fleming, Lucy - - - -	Lamar
Butler, Maude - - -	Seminole	Floyd, Frances - - - -	Troup
Callaway, Kathryn - -	Wilkes	Fortson, Frances - - -	Columbia
Carmichael, Mary - -	Madison	Gary, Effie Katherine -	Fayette
Carson, Lillie - - -	Jackson	Green, Margaret - -	Oglethorpe
Carson, Merle - - -	Jackson	Grubbs, Ruby - Townville, S. C.	
Carter, Julia - - - -	Talbot	Guill, Doris - - - -	Hancock
Chapman, Mary - - -	Hancock	Guillebeau, Iris - - -	Lincoln
Chapman, Mattie - - -	Bibb	Hadley, Frances - - -	Troup

Haines, Louise - - - -	Coweta	Maddux, Sara - - - -	Monroe
Hairston, Louise - - - -	Troup	Malone, Gladys - - - -	Jasper
Hale, Clyde - - - -	Clarke	Mathews, Abbie - - - -	Toombs
Hale, Emel - - - -	Clarke	Mathews, Lois - - - -	Pulaski
Hall, Hazel - - - -	Dougherty	Maxie, Susie Kate - - -	Barrow
Hamilton, Zula - - - -	Crisp	Mayer, Veneta - - - -	Chatham
Hanson, Thelma - - - -	Harris	Mayne, Harriet - - - -	Clarke
Harmon, Annie - - - -	Carroll	Meadows, Vela - - - -	Toombs
Harris, Mary - - - -	Harris	Mickle, Erin - - - -	Heard
Haslett, Anna - - - -	Gwinnett	Milner, Mamie - - - -	Brooks
Hawkes, Ruth - - - -	Pike	Minor, Ella Sue - - - -	Gwinnett
Hipp, Jewell - - - -	Gilmer	Moore, Lucile - - - -	Walton
Hoover, Grace - - - -	Clay	Mullins, Jewell - - - -	Richmond
Holiday, Elsie - - - -	Wilcox	Musselwhite, Kate - - -	Taylor
Houser, Mary Belle - -	Houston	Musselwhite, Marilu - -	Taylor
Howard, Lula - - - -	Sumter	Nelson, Edith - - - -	Upson
Hudson, Willie Pate - -	Hancock	Neely, Annie - - - -	Fulton
Huggins, Agnes - - - -	Evans	Nelson, Frances - - - -	Upson
Humphreys, Imogene - -	Pulaski	Nixon, Nina - - - -	Campbell
Hutchinson, Martha - -	Coweta	Norwood, Ethel - - - -	Thomas
Ivey, Alma - - - -	Lincoln	Oliver, Frederica - - -	Chatham
Jackson, Elmer - - - -	Bibb	Orr, Edith - - - -	Troup
Jenkins, Ethel - - - -	Meriwether	Parker, Mary Lee - - -	Decatur
Jenkins, Ruby - - - -	Madison	Patterson, Marie - - -	Stewart
Jones, Annie Laurie - -	Lamar	Payne, Susie - - - -	Taylor
Jones, Nellie - - - -	Pulaski	Powell, Montine - - - -	Mitchell
Jones, Pauline - - - -	Harris	Rawls, Christine - - -	Taylor
Jones, Rozelle - - - -	Oconee	Reynolds, Elizabeth - -	Fulton
Kelley, Celia - - - -	Gwinnett	Rhodes, Ruby - - - -	Greene
Kimball, Elizabeth - - -	Barrow	Risener, Eula Mae - - -	Greene
Kimbrough, Elizabeth - -	Talbot	Reid, Bernice - - - -	Upson
Kitchens, Thelma - - -	Terrell	Roberts, Eloise - - - -	Jasper
Land, Lyrah - - - -	Muscogee	Sanders, Carrilea - - -	Meriwether
Latimer, Estelle - - - -	Wilkes	Saunders, Nellie - - - -	Clay
Latimer, Nan Wright - -	Wilkes	Schimek, Albena - - - -	Muscogee
Lewis, Clyde - - - -	Mitchell	Scott, Lillian - - - -	Stephens
Lewis, Mary Olive - - -	Jefferson	Seals, Corabel - - - -	Hancock
Linch, Evelyn - - - -	Butts	Sherling, Angela - - - -	Bibb
Luther, Kate - - - -	Carroll	Shirley, Sue - - - -	Milton
McBath, Ruth - - - -	Stephens	Sims, Dede - - - -	Lamar
McConnell, Vivian - - -	Clarke	Slade, Susan - - - -	Muscogee
McCorvey, May - - - -	Pulaski	Smith, Varina - - - -	Pulaski
McEntire, Gladys - - -	Clarke	Souther, Nelle - - - -	Jones
McGarity, Oscar - - -	Paulding	Stevens, Alice - - - -	Sumter
McKee, Mamie - - - -	DeKalb	Stevens, Rosa Mae - - -	Sumter

Stephens, Sallie Mae -	Stewart	Walton, Carrie - - - -	Wilkes
Storey, Mable - - - -	Harris	Walton, Myrtle - - - -	Wilkes
Strickland, Florie - -	Haralson	Ward, Myrtle - - - -	Lincoln
Talley, Ethel - - - -	Harris	Watkins, Mary Emma -	Talbot
Taylor, Angie Lena -	Muscogee	West, Norma Belle - -	Lumpkin
Thomas, Eula - - - -	Franklin	Westbrook, Sara - - -	Sumter
Thomas, Jessie - - - -	Franklin	Whatley, Mary - - - -	Carroll
Thurmond, Mary - - -	Monroe	Williams, Lera - - - -	Mitchell
Toole, Ona Zula - - - -	Miller	Wilson, Leona - - - -	Newton
Truett, Maude - - - -	Wayne	Williams, Susie - - - -	Bibb
Tucker, Genevieve - - - -		Wiley, Flora Belle - -	Stephens
- - - - -	Anderson, S. C.	Wise, LaRue - - - -	Meriwether
Turk, Florine - - - -	Taylor	Wright, Margaret - - -	Muscogee
Turner, Dollie - - - -	Richmond	Wright, Virginia - - -	Lincoln
Turner, Grover C. - - -	Carroll	Wyche, Lillian - - - -	Meriwether
Waddey, Mary - - - -	DeKalb	Young, Cleo - - - - -	Taylor
Walker, Margie - - - -	Rockdale		

Junior

Adams, Katherine - - - -	Bibb	Eray, Willie Joe - - - -	Madison
Alexander, Bessie - - - -	Banks	Brown, Annie - - - -	Randolph
Almon, Lurline - - - -	Meriwether	Brown, Ethel - - - -	Randolph
Arnold, Antionette -	Oglethorpe	Brown, Quilla - - - -	Madison
Arnold, Julia Frances -	Clarke	Bryan, Susan - - - -	Elbert
Arnold, Katherine -	Oglethorpe	Burch, Emily - - - -	Laurens
Athon, Virginia - - -	Oconee	Burks, Emma - - - -	Spalding
Bailey, Flora Frances -	Clarke	Burroughs, Cecil - - -	Chatham
Bailey, Rosa Franklin -	Butts	Calhoun, Elizabeth - - -	Bibb
Bailey, Virginia - - - -	Coweta	Camp, Johnnie - - - -	Whitfield
Bagwell, Lillian - - -	Stephens	Cargill, Frances - - -	Chatham
Baker, Leslye - - - -	Glynn	Carelton, Sara Agnes -	Camden
Banks, Gertrude - - -	Stephens	Carmichael, Annie - - -	Coweta
Banks, Mae - - - -	Monroe	Carson, Mable - - - -	Jackson
Barr, Florence - - - -	Spalding	Carter, Marjorie - - -	Madison
Barrow, Wilma - - - -	Taylor	Cason, Mary - - - -	Richmond
Beach, Virginia - - - -	Glynn	Center, Florence Gladys,	Clarke
Beers, Maidee - - - -	Harris	Chambers, Arbene - - -	Taylor
Berry, Lucile - - - -	Lamar	Chapman, Mattie Mae -	Floyd
Berry, May - - - -	Fulton	Christian, Evelyn - - -	Elbert
Bexley, Viola - - - -	Coweta	Coachman, Ruth - - - -	Decatur
Bleckley, Eula - - - -	Rabun	Cobb, Elia Mae - - - -	Cherokee
Boling, Pauline - - -	Habersham	Cole, Cleo - - - -	Meriwether
Eoynton, Ruth - - - -	Dougherty	Colley, Ella Rebecca -	Terrell
Bradford, Mary Lewis - - - -		Collier, Priscilla - - -	Pike
- - - - -	Oglethorpe	Collins, Isabella - - -	Cobb

Colvin, Katherine - - - Fulton
 Comer, Ruth - - - - - Sumter
 Corey, Gladys - - - - Chatham
 Corley, Louise - - - - - Polk
 Corley, Lucy Belle - - - Early
 Cook, Madge - - - - - Bleckley
 Couch, Marguerite - - - Talbot
 Cubbedge, Regina - - - Chatham
 Daniel, Norine - - - - Heard
 Davis, Burch - - - - - Effingham
 Deason, Irene - - - - - Lincoln
 Deason, Tommie - - - - Lincoln
 Dell, Blanche - - - - - Worth
 Lobson, Ruby - - - - - Gordon
 Doster, Inez - - - - - Chattooga
 Dougherty, Margaret - Wilcox
 Echols, Katie Sue, Manatee, Fla.
 Edwards, Allene - - - - Evans
 Edwards, Ida - - - - - Clarke
 Edwards, Lema - - - - - Monroe
 Edwards, Lucile - - - - Evans
 Edwards, Myrtle - - - - Walton
 Edwards, Zena - - - - - Clarke
 Elrod, Jeanette - - - - Bartow
 Embry, Frieda - - - - DeKalb
 Entrekina, Lois - - - - Haralson
 Erwin, Marie - - - - - Union
 Faircloth, Montine - - Mitchell
 Faver, Irene - - - - - Wilkes
 Ferguson, Belle - - - - Randolph
 Flint, Julia - - - - - DeKalb
 Fowler, Betty - - - - - Clarke
 Fullilove, Carolyn - - - Oconee
 Futrelle, Grace - - - - Spalding
 Gardner, Nellie Virginia, Clarke
 Garmon, Billie - - - - - Fulton
 Garrett, Bobbie - - - - Hancock
 Goolsby, Leona - - - - - Jones
 Gordy, Louise - - - - - Upson
 Graham, Ethel - - - - Montgomery
 Grant, Minnie Lee - - Habersham
 Hall, Mary - - - - - Richmond
 Hall, Sallie Ruth - Meriwether
 Harbin, Thelma - - - - Campbell
 Hargett, Lucy - - - - - Harris

Harper, Elizabeth - - - Monroe
 Harper, Mary - - - - - Monroe
 Harris, Katie - - - - - Jefferson
 Harris, Fort Lanier - - Catoosa
 Harris, Max Lowell - - Catoosa
 Harrison, Verelle - - - Chatham
 Harvey, Josephine - - - Dooley
 Hayes, Lola Belle - - - Stephens
 Head, Ruth - - - - - Jackson
 Henderson, Mattie Kate, Newton
 Herman, Ruth - - - - - Terrell
 Hillis, Alice - - - - - Chatham
 Hindsman, Magdalene - - - -
 - - - - - Meriwether
 Holiday, Martha - - - - Clarke
 Hope, Mary Elizabeth - DeKalb
 Howard, Esel - - - - - Long
 Howard, Nettie Lou - - Sumter
 Howell, Louise - - - - - Wilkes
 Hubert, Blanche - - - - Clarke
 Hughes, Mildred - - - - Clarke
 Humphrey, Mary Orleans - -
 - - - - - Pulaski
 Hutchinson, Ellen - - - Coweta
 Jenkins, Louise - - - Meriwether
 Johnston, Susie - - - - Stewart
 Jones, Berta - - - - - Randolph
 Jones, Mary Elizabeth - White
 Kay, Emma - - - - - Anderson, S. C.
 Kelley, Mary - - - - - Gwinnett
 Kelley, Lily Mae - - - - Upson
 Kemp, Grace - - - - - Berrien
 Kendrick, Christine, Taliaferro
 Kicklighter, Lola - - - Tattnall
 King, May - - - - - Gwinnett
 Knight, Lonnie - - - - Randolph
 Lancaster, Kittie - - - Putnam
 Lawrence, Julia - - - - Chatham
 Lee, Lizzie - - - - - Meriwether
 LeRoy, Effie - - - - - Wilkes
 McAuley, Helen - - - - Taylor
 McCallum, Emily - - - DeKalb
 McCook, Sara - - - - - Bibb
 McElroy, Mary Belle - - Fayette
 McGee, Myrtis - - - - Crawford

Malcolm, Sarah - - - - Morgan
 Marshall, Zola - - - - Ocone
 Martin, Mildred - - - - Randolph
 Martin, Ross - - - - Randolph
 Means, Willie - - - - Pike
 Mears, Annie Lou - - - Richmond
 Merrill, Georga - - - Haralson
 Miller, Clara Lee - - Meriwether
 Mitchell, Maude - - - - Rabun
 Mitchell, Nelle - - - - Monroe
 Montfort, Elizabeth - - - Greene
 + Mongold, Pauline - - - - Rabun
 Moore, Mildred - - - - Upson
 Morgan, Linda Lee - - - - Dooley
 Park, Ruby - - - - Pike
 Parker, Alma - - - - Appling
 Parker, Norma - - - - Chatham
 Patten, Vernelle - - - - Tift
 Patterson, Eleanor - - - Jefferson
 Patterson, Mary - - - - Jefferson
 Patterson, Pansy - - - - Crisp
 Pierce, Annie - - - - Muscogee
 Peede, Eloise - - - - Taylor
 Pentecost, Mary - - - - Gwinnett
 Perry, Minnie - - - - Sumter
 Phillips, Estelle - - - - Troup
 Plumb, Bessie - - - - Richmond
 Fool, Lila - - - - Barrow
 Frickett, Reba - - - - Clarke
 Puckett, Grace - - - - Stephens
 Reid, Eunice - - - - Upson
 Reynolds, Isabel - - - - Monroe
 Kickenbaker, Carolyn - - - Monroe
 Ritchie, Lucile - - - - Jackson
 Rivers, Lillie - - - - Fayette
 Robbins, Edith Marie - - - -
 - - - - Chattooga
 Roberts, Euzela - - - - Terrell
 Robertson, Lollie Belle, Greene
 Robison, Annette - - - - Walton
 Robison, Martha - - - - Walton
 Robinson, Myrtle Sue - - - Walton
 Robinson, Ruby - - - - Randolph
 Russell, Lizzie Ida - - - Jones
 Salmon, Florence - - - Gwinnett

Shadburn, Selma - - - Gwinnett
 Skinner, Annie Laurie - - - Fulton
 Slade, Eva Orr - - - Washington
 Smith, Lillie Mae - - - Gwinnett
 Smith, Lucile - - - Oglethorpe
 Smith, Mildred - - - - Clarke
 Smith, Rosa Lee - - - - Madison
 Smith, Thyra - - - - Jones
 Standard, Elizabeth - - - Wilkes
 Stephens, Harriet - - - - Glynn
 Stowe, Bertie Lee - - - Stephens
 Strickland, Mildred - - - Pike
 Sutton, Louise - - - - Monroe
 Taylor, Alice Mae - - - Muscogee
 Taylor, Nelle - - - - Richmond
 Taylor, Sallie - - - - Spalding
 Thomason, Kittie - - - - Butts
 Thompson, Frances - - - Monroe
 Thompson, Mary - - - Chattooga
 Thurmond, Lucy - - - - Jackson
 Tippins, Glennie - - - - Evans
 Turner, Annie - - - - Terrell
 Turner, Eleanor - - - - Jackson
 Vandiver, Annie - - - - Floyd
 Vardaman, Marie - - - - Harris
 Vaughn, Nellie - - - - Coweta
 Vaughn, Pearl - - - - Wilkes
 Waits, Gertrude - - - - Jasper
 Walker, Mattie - - - - Randolph
 Walker, Minnie - - - - Jasper
 Wallace, Florrie - - - - Spalding
 Wallis, Texar - - - - Forsyth
 Walters, Lucile - - - - Stephens
 Ward, Marguerite - - - Randolph
 Wheeler, Edith - - - - Chattooga
 White, Fannie Sue - - - - Schley
 Williams, Elizabeth - - - - Bibb
 Williams, Ethel - - - - Rabun
 Wilson, Dessa - - - - Newton
 Williams, Mildred Elizabeth -
 - - - - Clarke
 Wilson, Annie D. - - - - Houston
 Wilson, Maude - - - - Houston
 Zuber, Marianna - - - - Ocone

Sophomore

Andrew, Clara Ruth - Wilkes	Hemrick, Era - - - - - Oconee
Anderson, Sadie Mae - Jasper	Hipp, Bertha - - - - - Gilmer
Abercrombie, Ethel - - Monroe	Hughes, Roxane - - - Tattnall
Earnett, LaBassare - Madison	Huguley, Mary - - - - Monroe
Barnwell, Edna Lilly - - Hall	Hunter, Lucy Lowe - Oglethorpe
Beacham, Emma - - - - - Dooly	Jones, Eleanor - - - - - Morgan
Bell, Cleo - - - - - Clarke	Jones, Lorena - - - - - Morgan
Bell, Jewell - - - - - Clarke	Jordon, Louise - - - - Wilkes
Bennett, Chloe - - - - - Clarke	Jordon, Elizabeth - - - Jasper
Boatner, Jennie Louise - Clarke	Keese, Catherine - - - Randolph
Poleman, Lottie Belle - - -	Keiser, Martha - - - - - Bibb
- - - - - Townville, S. C.	King, Syvie - - - - - Bibb
Ronner, Macy - - - - - Lincoln	Kinney, James Paul - Lincoln
Prackett, Pauline Z. - - Clarke	Kitchens, Christine - - Terrell
Braselton, Thelma - - Jackson	Lumpkin, Sara - - - Oglethorpe
Brewton, Ida - - - - - Evans	McCorkle, Bessie - - - Clarke
Bridges, Bruna - - - - - Twiggs	McDaniel, Ollie - - - Jefferson
Bridges, Mattie Lucy - Terrell	McDonald, Sara Lou - - Jackson
Brown, Edith Virginia - Pulaski	McElroy, Mildred - - - Fayette
Camp, Colima - - - - - Coweta	McKinnon, Eva - - - - - Clay
Carey, Ruth C. - - - - - Hall	Means, Mary Gibson - Pulaski
Cartledge, Sara - - - - Lincoln	Meyers, Sallie Mae - - - Clarke
Cornwell, Emma George- Jasper	Moore, Elizabeth - - - Wilkes
Conyers, Fannie Lila - Bartow	Milton, Lillian - - - - Pierce
Copeland, Edith - - - - Thomas	Orr, Evelyn - - - - - Coweta
Chandler, Kyra - - - - Franklin	Payne, Gertrude - - - Franklin
Davis, Birdie - - - - - Terrell	Peavy, Hazel - - - - - Dooly
Davis, Vera Mae - - - - Gilmer	Pennington, Gussie - Jefferson
Dennard, Mattie B. - - Wilkes	Pope, Bessie - - - - - Jasper
Dickson, Claire Aline - Morgan	Roberts, Irene Milton - Jasper
Dillard, Frances - - - Taliaferro	Roberts, Helen - - - - Jefferson
Dixon, Mary Bernice - Terrell	Shackelford, Louise - - Wilcox
Garrett, Jewell - - - - Walton	Shiflett, Nellie Marie - Chattooga
George, Elizabeth - - - Fulton	Sims, Clifford - - - - - Lamar
Gill, Margaret - - - - - Bibb	Smith, Bessie - - - - - Greene
Godwon, Ila - - - - - Meriwether	Smith, Mattie Ree - - - Clay
Griffeth, Gladys - - - - Oconee	Smith, Florene - - - - Terrell
Haines, Thelma - - - - Coweta	Smith, Lena - - - - Oglethorpe
Hamrick, May Belle - Pickens	Smith, Sadie - - - - - Wayne
Hancock, Ethel C. - - - Clarke	Spratling, Susie - - - Coweta
Harrell, Arvell - - - - Glascock	Stocks, Nannie - - - - - Lee
Hawes, Ava - - - - - Lincoln	Strickland, Ethel I. - Seminole
Hay, Olivia Louise - - - - Lee	Swilling, Mary Evelyn - Clarke
Hill, Bernice - - - - - Banks	Thomas, Jewell - - - - Franklin

Thomas, Ruby - - - - Franklin
 Tillman, Eva - - - - Clinch
 Walters, Louise - - - - Sumter
 Wehunt, Lois - - - - Clarke

White, Jewell - - - - Bartow
 Wilkins, Mildred - - Madison
 Williams, Mary - - - - Harris
 York, Leona - - - - Rabun

Freshman

Askew, Parks - - - - Gwinnett
 Blanchett, Willie Mae - Walton
 Boatner, Sara Lillie - - Clarke
 Breedlove, Julia - - - - Walton
 Brown, Mary L. - - - - Wilkes
 Bryan, Lucy - - - - Hall
 Collins, Dessie May - - Barrow
 Conaway, Clarice - - - - Clarke
 Conyers, Ruth - - - - Bartow
 Cowan, Grace - - - - Clayton
 Crowley, Edith - - - - Oglethorpe
 Cunningham, Virginia - Fulton
 Daniel, Louise - - - - Orange, Fla.
 Deariso, Louise - - - - Lee
 Drewry, Willie Benn - Spalding
 Driskell, Charlie M. - - Clarke
 Edwards, Grace - - - - McDuffie
 Fulcher, Ina - - - - Clarke
 Gleaton, Gladys - - - - Worth
 Godwin, Owen H. - - - - Cook
 Jackson, Cleo - - - - Jones
 Jennings, Margaret - - Clarke
 Johnson, Lois - - - - Madison
 Jones, Emily - - - - Jones

King, Mattie - - - - Jefferson
 Landrum, Ruby - - - - Oglethorpe
 Lanier, Ruth - - - - DeKalb
 Latham, Helen - - - - Fulton
 Lewis, Nannie - - - - Lincoln
 Logan, Ivet - - - - Jackson
 McDonald, Calista E., Muscogee
 McKown, Dannie Ruth, Fayette
 Malone, Lucy K. - - - - Jasper
 Miller, Florence - - - - Muscogee
 Pennington, Hattie - - Jefferson
 Price, Alma - - - - Camden
 Richards, Leola - - - - Cherokee
 Robinson, Sophie M. - - Glynn
 Scales, Mary - - - - Banks
 Shell, Flossie M. - - - - Campbell
 Smith, Frances - - - - Greene
 Smith, Harriet Grace - - Rabun
 Statham, Elizabeth - - - - Screven
 Thompson, Annalea - - Chattooga
 Waters, Ida Mae - - - - Hall
 Waters, Lois - - - - Hall
 Wilkins, Helen Marion - Fayette
 Wood, May - - - - Floyd

Review

Anthony, Gertrude I. - Jackson
 Brewer, Pauline - - - - Elbert
 Carney, Fred - - - - Jackson
 Crowley, Lucile - - - - Oglethorpe
 Dunston, Grace - - - - Clarke
 Elliott, Madge - - - - Forsyth
 Fleming, Paul - - - - Jackson
 Fowler, Corrie Leone - Clarké

Freeman, Jessie - - - - Clarke
 Logan, Imma - - - - Jackson
 Mashburn, Lawrence - - Clarke
 Parham, Joe - - - - Clarke
 Sims, Annie - - - - Clarke
 Strickland, Vivian - - - Clarke
 Wood, Carl - - - - Jackson
 Wood, Mary - - - - Jackson

Irregular Students

Asbury, Blanche - - - - Taliaferro
 Earlowe, Ethel - - - - Dooley
 Bellah, Eunice - - - - Henry
 Bridges, Birdie - - - - Twiggs

Bridges, Velma - - - - Twigs
 Cook, Vera - - - - Tift
 Dykes, Minnie Lee - - - Bleckley
 Edwards, Myrtle - - - - Polk

Griffeth, Ethel - - - Habersham	Simpson, Frances B. - DeKalb
Jackson, Lenira - - - - Clarke	Smith, Nettie Elizabeth - - -
Musselwhite, Willie - - Taylor	- - - - - Houston
Newman, Mrs. Huldah S. - -	Whitehead, Eva - - - - Clarke
- - - - - Lumpkin	Wingfield, Nora Elizabeth - -
Rainwater, Cleo, Florence, S. C.	- - - - - Clarke
Robertson, Doris_ Superior, Wis.	Young, Elizabeth - - - - Polk
Senn, Flora Delle - - - Terrell	

Special Students

Clements, Sara - - Meriwether	Hamilton, Zelma - - - Crisp
Draughan, Eva - - - - Taylor	Hargrove, Sadie - - Oglethorpe
Durst, Freida - - - - Jackson	Salter, Charlie Will_Montgomery
Fuller, Viola - - - - Monroe	

ELEMENTARY TRAINING SCHOOL ROLL

First Grade

Akin, W. B.	Holiday, Harry
Anderson, Kathleen	Guest, Rudolph
Arnold, Dan	Long, Margaret
Barton, Ralph	Lord, George
Brackett, Carnell	Lord, Harry
Burns, Telford	Marable, Dorothy
Bramblett, Roy	Martin, Hermine
Bishop, Julius	Mize, Mamie
Bennett, Curtis	Parsons, Fred
Carter, Joseph	Shetterley, Fay
Davis, Earl	Thompson, Willie Sue
Foster, Virginia	Whitehead, Carlton
Echols, Dorothy	Whitehead, Winston
Fulcher, Irma	

Second Grade

Christian, Ora Lee	Long, Elizabeth
Champlin, Winifred	Nickelson, Bertie
Collins, Walter	Poss, Hazel
Couch, Florine	Prater, Billy
Drake, Harold	Reynolds, Sara
Edwards, Charles	Saye, Evelyn
Fulcher, Harold	Summerlin, Raymond
Guest, Cecil	Thompson, Pitman
Kenney, Helen	Wehunt, Quillian

Third Grade

Anderson, W. H.	Bowden, Tom
Bevers, Estelle	Bramblett, Louis

Chappell, Nelle
Conyers, Ab
Crowley, Mildred
Doster, Louis
Fields, Pauline
Fowler, Frances
Holliday, Mildred
Kenney, Martha
Lawrence, Harvey
Lindsay, Mary Frances
Marable, Mallia
Mitchell, Grace
Mize, Addie Sue
Oldham, Grace

Oldham, Ruth
Pledger, Frank
Pound, Stokely
Ritchie, H. B.
Sanders, Mardell
Scoggins, James
Slaughter, Nat
Smith, Herbert
Thompson, Sara
Thompson, Sarah
Vaughn, William
Whitehead, Eugenia
Wortham, Tom

Fourth Grade

Anderson, J. T.
Brackett, Donald
Carter, Dorsey
Davis, Voncile
Doster, Curtis
Echols, Dan
Elder, Charles
Freeman, McCall

Hubert, Douglas
Jackson, Wilhemina
Mize, Swayne
Nicholson, Louise
Smith, Charles
Strickland, Bertha
Wigley, Roy
Yearwood, Mary

Fifth Grade

Ayres, Mattie
Adams, H. T.
Anderson, Lois
Anderson, Ida Belle
Couch, Kathleen
Davis, Blanche
Henry, Joel
Huff, Mozelle
Jennings, Walter
Johnson, Annie Lene
Kutres, Kathleen
Lindsay, J. B.
Mitchell, Daisy
Mize, Rupert

Oldham, Raymond
Parsons, Katie
Pollard, William
Reynolds, Robert
Stephens, Cleo
VanStraate, Eugene
Wages, David
Wall, Annie Lee
Waters, Frank
Whitehead, James
Whitehead, Paul
Wigley, Herman
Yearwood, George
Young, Paul

Sixth Grade

Cagle, Lois
Elder, Margaret
Flanagan, Lillie
Holliday, George

Joiner, Mollie
Kenrey, Virginia
Mitchell, Frank
Oldham, Marvin

Pound, Lucy
Scoggins, Cliff
Scoggins, Fred
Shetterley, Ruby
Slaughter, Nell

Slaughter, Julia
Walker, J. Y.
Wehunt, Winnie Lee
Whitehead, Zenas
Yearwood, Harold

Seventh Grade

Aaron, Ralph
Beussee, Bert
Brackett, Della Lee
Carter, Fred
Eidom, Morton
Hubert, Hiram
Graham, Sibley
Graves, Zadie Belle
Hughes, C. D.
Kirk, Hazel

Kirk, Pearl
Kutres, Olga
McLeroy, Virgil
Pappa, Lucy
Parker, Vertna
Sharp, Marguerite
Spratlin, Ruby
Stevens, Cynthia
Wigley, Lee

RURAL SCHOOL ROLL

Bailey, Eva
Bailey, Maggie
Bailey, Marie
Bone, Albert
Bone, Jack
Bray, Dala
Bray, Leroy
Bray, Quiller
Bray, Robert
Cobb, Clarence
Colvard, Lucile
Colvard, Mary Lou
Conaway, Leo
Cooksey, Lorene
Crow, Walden
Daniell, Martha Sue
Daniell, Randolph
Driskell, Dennis
Driskell, Doyce
Driskell, Velma
Eppes, Howard
Fowler, Alice Nell
Fowler, J. B.
Fowler, Louise
Graham, James
Johnson, Andrew
Johnson, Jessie
Johnson, Lucia
Kenney, Hazel
Kenney, Lottie

Kenney, Manley
Kenney, Susie
Lester, Leon
Lester, Sallie Lou
Lord, GIp
Lord, Marie
Lord, Mildred
Lord, Paul
Maynard, Carlton
Maynard, Nellie Mae
McDaniel, Lavonia
Miller, John
Miller, Lily
Miller, Mary
Nelson, Mary
Nelson, Ruby
Nelson, Wiley
Osley, Hazel
Payne, Donald
Pressnell, Georgia
Pridgeon, Lucy
Pridgeon, Mary
Pridgeon, Wesley
Rice, Isaac
Rumsey, Ina
Rumsey, Ruby
Self, Grady
Sykes, Almeda
Wallace, Viola

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BULLETIN OF THE

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BULLETIN

OF

The State Normal School

ATHENS, GEORGIA

Thirtieth Annual Session, 1923-1924

MARCH, 1923

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No. 1

CALENDAR, 1923-24

1923

Sept. 4th, Tuesday—School Dormitories open.

Sept. 4th, Tuesday—Classification of Students.

Sept. 5th, Wednesday—Classification of Students.

Sept. 6th, Thursday—Fall Term begins.

December 20th—Christmas Holidays begin.

(Recitations end Wednesday, December 19th).

1924

Jan. 2nd, Wednesday—Re-opening of School.

Apr. 17th, Thursday—Founder's Day.

May 25th, Sunday—Commencement Sermon at 11:00 A. M.

May 26th, Monday—Annual Concert at 8:30 P. M.

May 27th, Tuesday—Annual Meeting of Board of Trustees, 10 A. M.

May 28th, Wednesday—Graduating Exercises, 8:00 P. M.

New students may enter at any time during the year, but it is best for them to enter before September 6th, or January 2nd.

BOARD OF TRUSTEES AND OFFICERS

B. S. MILLER, Columbus, Ga.-----President

Members ex-officio

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State Superintendent of Schools, N. H. Ballard-----Atlanta, Ga.

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Mrs. J. E. Hayes-----Montezuma, Ga.

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Mrs. Julia Ashton White-----Athens, Ga.

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H. J. Rowe-----Athens, Ga.

C. M. Candler-----Decatur, Ga.

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Second District, W. V. Custer-----Bainbridge, Ga.

Third District, J. M. Collum-----Americus, Ga.

Fourth District, B. S. Miller-----Columbus, Ga.

Fifth District, Mrs. Howard McCall-----Atlanta, Ga.

Sixth District, Frank F. Jones-----Macon, Ga.

Seventh District, Mrs. Annie Freeman Johnson-----Rome, Ga.

Eighth District, S. B. Yow-----Lavonia, Ga.

Ninth District, L. M. Brand-----Lawrenceville, Ga.

Tenth District, Mrs. Ira E. Farmer-----Thomson, Ga.

Eleventh District, V. L. Stanton-----Waycross, Ga.

Twelfth District, Judge W. W. Larsen-----Dublin, Ga.

Secretary and Treasurer

G. A. Mell-----Athens, Ga.

COMMITTEES

Salaries—Rowe, Barrow, Collum, Brand, Custer, McCall, Johnson, Hayes.

Prudential—Ballard, Barrow, Rowe, Davison, White.

Legislative—Cleveland, Custer, Stark, Hayes, McCall, Stanton.

Uniform—Brand, Yow, McCall.

Teachers and Course of Study—Ballard, Yow, Stanton, Smith, Jones, Collum, White, Stark, Hayes.

Finance—Brand, Davison, Cleveland, Custer, Farmer, Johnson.

Laws and Regulation—Cleveland, Rowe, Larsen, Jones, Farmer, Smith.

Buildings and Grounds—Barrow, Yow, Smith, Rowe, Collum, White, Larsen, Stark.

OFFICERS AND FACULTY

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	Chancellor of the University of Georgia.
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H. B. RITCHIE	Dean
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MISS EMMIE JONES	Bookkeeper
G. A. MELL	Secretary and Treasurer

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Critic Teacher.

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Expression; Assistant in English.

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English.

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Housekeeper.

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Critic Teacher.

MISS CARRIE CLAY,
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MISS NELLIE COLBERT,
Matron, Gilmer Hall.

MRS. A. J. CONYERS,
Trained Nurse.

W. L. COOKSEY,
Farm Superintendent.

MISS KATIE DOWNS,
Critic Teacher.

WILLIAM T. DUMAS, A.M.,
Mathematics.

DAVID L. EARNEST, A.M.,
Science.

MRS. AGNES EBERHARDT,
Piano.

MISS LAURA ELDER,
Teacher of Rural School.

MISS EDITH GUILL,
Assistant in Department of Physical Education.

MISS HANNAH HANSEN
Assistant in Department of Household Arts.

MISS IRMA HICKS,
Assistant in Department of Household Arts.

MISS KATIE HICKS,
Principal Elementary School.

MISS ROBERTA HODGSON, A.M.,
History.

SCOTT HOLLAND,
Assistant, Romance Languages.

MISS ANNIE MAE HOLLIDAY,
Assistant in Department of Manual Arts.

MRS. MAGGIE LAMBDIN,
Matron, Bradwell Hall.

MISS ANNIE LINTON,
Manual Arts.

MISS ELIZABETH LOVETT, A.B.,
Assistant in Science Department.

JOSEPH LUSTRAT, LL.D., Officer d'Academie,
Romance Languages.

MISS ANNIE V. MASSEY,
Critic Teacher.

MISS MOINA MICHAEL,
Y. W. C. A. Secretary; Matron, Winnie Davis Hall.

MRS. GRETCHEN GALLAGHER MORRIS,
Violin.

STATE NORMAL SCHOOL

MRS. FRANK OSTERMANN,
Critic Teacher.

MISS CLEO RAINWATER,
Critic Teacher.

H. B. RITCHIE, A.M.,
Education.

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Assistant in Department of Household Arts.

MISS LOUISE ROSTAND,
Voice.

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Agriculture and Rural Social Science.

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Engineer.

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Latin and Greek.
Director of Correspondence Course.

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Physical Education.

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Assistant, Romance Languages.

MISS LILLIE THOMPSON,
Assistant in Department of Household Arts.

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Oratory.

MISS SARAH WEBB, Ph.B.,
Assistant in Department of Education.

MISS MARY M. WOODS, L.B.,
Assistant in Department of Agriculture and Rural Social Science.

MISS MAY ZIEGLER, A.B.,
Assistant in Department of Education.

FACULTY COMMITTEES, 1923-24

Library: Archer, Hicks, Sprout, Brown, Hodgson, Zeigler.

Calendar and Entertainments: Linton, Eberhardt, Michael, Rhodes, Callaway, Clay.

Schedule: Alexander, Callaway, Ritchie, Sell, Dumas.

Promotion and Publicity: Sell, Earnest, Holliday.

Curriculum: Brown, Ritchie, Alexander, Sell, Linton, Baird, Sprout, Dumas, Strong.

Publication: Sell, Brown, Holliday.

School Organizations: Ritchie, Strong, Sell, Earnest, Michael, Lovett.

Classification: Dumas, Brown, Ritchie, Sell, Alexander, Callaway, Webb.

Alumni-ae: Hicks, Elizabeth Young, Callaway, Clay, Guill, Webb.

Welfare: Rhodes, Michael, Strong, Baird, Clay, and Matrons.

Grounds and Buildings: Rhodes, Sell, Hicks, Lambdin, Lovett.

Employment: Earnest, Hicks, Ritchie, Baird.

Records: Dumas, Webb, Linton, Holliday, Sprout, Guill.

Uniform: Baird, Thompson, Archer, Strong, Lovett.

Absence: Earnest, Webb, Dumas.

HISTORICAL

In 1859 the Board of Trustees of the University of Georgia determined to erect a building for the Freshman and Sophomore classes of the University, and accordingly a site was selected near the City of Athens, and a substantial and commodious building was constructed. The corner-stone bears the following inscription: "This site was selected by the Prudential Committee, and W. L. Mitchell, T. R. R. Cobb, and H. Hull, Jr., Esquires, were appointed Building Committee of the Board of Trustees of the University of Georgia. The corner-stone was laid by the Mt. Vernon Lodge No. 22, on July 4th, 1860."

This was spoken of by the authorities, as "The University High School," but as the native rock found upon the spot was used in its construction, it was commonly called "Rock College," a name that it frequently goes by now, although in later years the name has been changed to Gilmer Hall.

Professor B. R. Carroll, with Professor L. H. Charbonnier as assistant, were the first to be placed in charge of the school. Upon the death of Professor Carroll, Professor Charbonnier became his successor. The school was kept until the latter part of the War between the States, when the building was seized by the Federals and occupied as a garrison.

In March 1886, Professor Ben I. Hunter took charge with an appropriation of three hundred dollars per annum from the State, for the tuition and support of each crippled Confederate soldier under thirty years of age, who would attend this school. It was not long before every room in the building was occupied by the young men who had been wounded during the war.

The school was in a prosperous condition until General Pope, who was then Military Governor of Georgia, issued an order for its suspension, alleging disloyalty because these wounded men would give the rebel yell when the band played "Dixie."

However, when General Mead took command, through the intercession of Chancellor Lipscomb and others, the school was allowed to resume operation. It continued to prosper until the Legislature of 1868 failed to make further appropriations.

As the University High School it was continued by Professor Hunter for two years after which Professor W. W. Lumpkin and Professor A. L. Hull carried it on for a year or two longer. The building was then unoccupied for some time.

After the establishment of the State College of Agriculture, which was in 1872, the buildings and grounds were occupied as an experimental farm under the management, successively, of Dr.

E. M. Pendleton, Professor George Little, General W. L. Brown, Dr. W. L. Jones and Professor J. B. Hunnicutt.

The act which established the State Normal School passed the General Assembly and was approved October 21, 1891. The act, as originally passed, limited the students to males, but the Legislature of 1893 amended the act to read as follows: "That the tuition in said school shall be free to all white students who are residents of the State of Georgia."

Governor W. J. Northern, himself a successful teacher and interested in better trained teachers for the common schools, used his influence to help establish the State Normal School. The Trustees of the University of Georgia, appreciating the situation, very generously offered to donate to the State the building known as Rock College and from six to ten acres of land contiguous thereto, together with the proceeds of the Gilmer fund, which amounts annually to one thousand dollars. Under the conditions of Governor Gilmer's will, this sum must be devoted to the training of teachers in the elementary branches of an English education only. The condition attached to this gift from the Trustees of the University was that the State should establish at Rock College a Normal School for the education and training of teachers for the common schools.

This generous gift was accepted by the General Assembly but that body failed to make any appropriation for the maintenance of the Normal School. But the act provided for a Normal School Commission, consisting of the State School Commissioner, the Chancellor of the University, and "Three citizens of Georgia, experienced in teaching and to be appointed by the Governor." The first commission was composed of S. D. Bradwell, State School Commissioner; Wm. E. Boggs, Chancellor of the University; Rev. A. J. Battle, D.D., President of Shorter College; Professor W. H. Baker, Superintendent of the Public Schools of Savannah; and Professor Lawton B. Evans, Superintendent of the Public Schools of Augusta.

With the income from the Gilmer fund and the sum of five hundred dollars given by the City of Athens through its council, and a contribution from Clarke County, the commission invited the Peabody Institute and the five counties of Clarke, Jackson, Oglethorpe, Greene and Oconee to unite with the Normal College in a summer session to begin July 11, 1892, and to continue for six or eight weeks.

Professor Lawton B. Evans was selected as president of these summer sessions which continued until 1895 when the State Normal School was permanently organized with Mr. S. D. Bradwell as

president and with an appropriation from the State of ten thousand dollars.

1. Gilmer Hall.

This building was erected in 1860 by the University of Georgia and was donated to the State Normal School in 1891. At first the Normal School was completely housed in this one building but it is now used exclusively as a dormitory. It was named for Governor Gilmer, as the income from a fund left by his will was used to help found the State Normal School.

2. Bradwell Hall.

In 1896 this building was completed as a two-story structure and the third floor was added in the following year, and was made possible through subscriptions by the teachers in the school. At first, part of the lower floor was used as a dining hall and the other part of the building was used as a dormitory for young men. It is used entirely now as a girls' dormitory. It was named for the first president of the school.

3. Old Auditorium.

In 1898 from appropriations of that year, the commission authorized the erection of this building. It is two stories high, with an auditorium on the first floor and class-rooms above.

4. Winnie Davis Memorial Hall.

The Daughters of the Confederacy planned this building to perpetuate the memory of Winnie Davis, daughter of Jefferson Davis, and it was through their efforts that this hall was built. It was completed in 1902 and is used as a dormitory. Various Chapters of the Daughters of the Confederacy maintain rooms in the building and make appointments of the students to occupy the rooms. Rooms are secured in the building by applying to Chapters who have furnished the different rooms.

5. Muscogee Elementary Training School.

George Foster Peabody gave the money to build and equip this building and it was completed in 1902. A well organized school of seven grades is carried on in this building to give the Senior class practice in teaching before they are allowed to graduate. The building was so named because Muscogee is Mr. Peabody's native county.

6. Smith Building.

This building was completed in 1906. It was made possible through gifts by James M. Smith, George Foster Peabody, the

State, Faculty, and a number of small contributors. It contains class-rooms and the administrative offices, and was named for the late James M. Smith.

7. Dining Hall.

The dining hall was also completed in 1906. The first floor of this building is used as a dining hall while the second floor is known as Senior Hall and is used as a dormitory.

8. Carnegie Library.

This building was given by Andrew Carnegie to the State Normal School and is of course used as a library. It contains about ten thousand volumes, and was erected in 1910.

9. The Rural School.

This is a modern one-room rural school building on the campus to give the Seniors practice in teaching in a country school. The building is well lighted and heated and complete in every detail. The children come from the country, thus making it a rural school from every point of view. It was built in 1911.

10. Dairy Barn.

This structure is of concrete, modern and sanitary in every way, with a large silo made at one end. It was built in 1914 and is large enough to accommodate seventy cows. The school farm is located on the Oconee river three miles from town. This farm was purchased, equipped, and is operated without a cent from the State.

11. Infirmary.

The infirmary was built in 1916 as a result of the efforts of the Elijah Clarke Chapter of the Daughters of the American Revolution, although the funds were furnished by this Chapter in co-operation with the General Assembly.

12. Practice Home.

This building was used as an infirmary until the new one was built in 1916. It was converted into the practice home where the students get practice in home making, thus putting into practice things studied in the class-room.

13. Miller Hall.

With an appropriation from the State this dormitory was completed in 1917. This is a two-story structure and is modern in every respect. It is named in honor of Mr. B. S. Miller, President of the Board of Trustees.

14. Pound Auditorium.

This building was also finished in 1917, as an appropriation amounting to \$100,000 from the State was sufficient to build Miller Hall and the Pound Auditorium. It has an auditorium that will seat 2,500 people; as well as a number of class-rooms and offices. This auditorium is named for the President of the School.

GENERAL CONDITIONS OF ADMISSION

The purpose of this school is to "educate and train teachers for the common schools of Georgia." The terms of admission are as follows:

First: The applicant must be sufficiently mature and sufficiently well prepared to undertake the work of the school successfully. All students, when admitted are considered upon probation at all times; and, when unwilling or unable to do the work required, they will be privately counseled to withdraw.

Second: This institution is a vocational school, not a reformatory. We have no punishments. All trifling with rules and regulations or careless, indifferent, and improper conduct will subject the offender to the necessity of withdrawing. Only students with a serious purpose are desired; and only such will be permitted to remain. Students in training are supposed to be mature enough to be responsible and our dealings are with them, not with their parents.

Third: Good Moral Character. Every student will be required to hand to the President a letter of recommendation from some responsible party in the home neighborhood.

Fourth: Good Health. This school is delightfully situated in the Piedmont Hills. The conditions of health here cannot be surpassed. But in order to protect our students as carefully as possible we have always on duty nurses of the very highest training, whose business will be to constantly inspect the dormitories and to examine all the students personally for all evidences of sickness and ill health.

Fifth: Applicants for admission to the school must bring a letter from the home physician certifying that the applicant is in sound health and has not been exposed to any contagious disease within the previous thirty days. See blank for this purpose, next to last page. This letter must be presented upon arrival.

Sixth: Successful vaccination is also another absolutely necessary condition of entrance. All students upon arrival will have their arms examined by a physician; and if they do not have a satisfactory scar, they must be vaccinated at once before they can be

admitted to the school. In all cases it is better for applicants to be vaccinated before coming here, provided it can be done with fresh, pure vaccine points.

These last two conditions are so imperative, and will be adhered to so rigidly, that the applicant who neglects them will be necessarily subjected to great trouble in entering the school. Plainly and emphatically, these things must not be neglected by any applicant.

Registering.

Upon reaching the school, the student should go at once to the office of the Registrar and fill out a registration blank properly. This blank is then taken to the Dormitory Manager's office where a Dormitory Room Ticket will be obtained. All moneys and fees should at once be paid at this office and receipts secured for same.

The Classification Committee will meet the students in various class-rooms for all assignments. A directory of where these committees may be found will be posted in conspicuous places in the corridors of the academic buildings. In order to be properly classified at once, the student should bring letter of introduction, health certificate, and all reports from former schools and teachers.

Boarding Department.

All dormitories are steam-heated, with toilet rooms and baths on every floor abundantly supplied with hot and cold water. They are comfortable, pleasant, and healthful homes for the students. All of our dormitories are the equal of the best dormitories in all matters of convenience and comfort. Students in each dormitory are under the care of a resident matron, who looks after their needs and comforts. The dining hall is one of the best in our knowledge.

Board in the dormitories includes room, table fare, heat, lights, and attendants for the rougher work.

Each student will pay for, and look after her own laundering, with the assistance of the matron in charge.

Each student must bring a pillow, pillow-cases, bed-clothes (including at least one white spread), towels, hair-brush and comb, and other personal toilet articles; also a bath-robe, bed-room slippers, overshoes, wrap and umbrella.

Male students do not room in the dormitories. Rooms are rented for them near the campus and paid for by the school. Such students pay the same rate for board as outlined in the catalogue, furnishing bedding, etc., just as the girls do.

Parents and friends visiting students cannot be accommodated

in the dormitories, as there is no room for them. They can secure board in the city.

Assignment of Rooms.

Rooms are not assigned until the opening of school in the fall. This work cannot be done during the summer, except the rooms in the Winnie Davis Memorial Hall and these are secured through various Chapters of the Daughters of the Confederacy. Students that arrive on the first day of the opening of school have a better chance of securing rooms where they want them.

EXPENSES

Terms for board (payable in advance, as indicated).

Sept. 4th, 1923—First payment	-----	\$ 37.50
Nov. 7th, 1923—Second payment	-----	37.50
Jan. 23rd, 1924—Third payment	-----	37.50
Mar. 26th, 1924—Fourth payment	-----	37.50
		<hr/>
		\$150.00
Matriculation fee (to be paid on entrance)	-----	10.00

Board for students who do not make the quarterly payments as indicated above, will be at the rate of \$4.50 per week, \$1.00 per day.

All students entering before September 15th, will be charged from date of opening (Sept. 4th). Those entering on, and after Sept. 15th, will be charged from the date they enter school.

No tuition is paid by Georgia students. Students from outside the State are required to pay \$40.00 per year; \$20.00 upon entrance, and \$20.00 at the beginning of the second semester.

If advisable at any time to raise or lower the rates for board or matriculation fee, the right to do so is reserved.

Money deposited on dormitory account will not be refunded.

Money deposited on personal account may be withdrawn at any time. No part of the Matriculation fee will be refunded for any reason.

Checks for board or tuition should not be made payable to the President, but to the student.

Students must supply their own text-books. Books will be furnished at publishers' prices with cost of handling added. A second-hand book-store is also operated for the benefit of the students, who wish to buy or sell second-hand books.

The school has a farm of 215 acres, which is well equipped to furnish supplies for the dining-room.

Uniforms.

To promote economy, simplicity, and good taste in dress, every young woman in the school, unless especially excused by the President, is required to purchase and wear the uniform adopted by the school. Requests to be excused from wearing the uniform will not be considered except for very exceptional and unusual reasons.

The uniform consists of the following articles:

For church and street wear—a blue serge suit and cap, white waist, tan gloves, black shoes and hose.

For class room wear—a blue serge suit skirt, uniform waist of white poplin, blue Windsor tie.

For summer and evening wear—a white poplin wash skirt and white waist.

The suit, cap, gloves, white skirts and tie may be ordered by mail before the student leaves home. Unless placed in advance, the order must be given immediately upon arrival at the school. The white waists for school, church, and evening wear must be made of the material and according to the patterns designated in the accompanying leaflet giving detailed descriptions.

The above requirements will be rigidly enforced. There must be no attempt at evasion or partial violation of these regulations. No other articles, however similar can be substituted for those specified.

Students are expected to wear the uniform at all times both on and off the campus. They need not bring to the school dresses of other kinds, for it is desired that the uniform be worn on all occasions. This uniform is pronounced by all experts who have examined it as the cheapest, neatest, completest and best uniform prescribed by any institution in the South.

Uniforms must be kept in good condition. The enforcement of all regulations with regard to the uniform is within the authority of the matrons of the several dormitories. Students may be required to buy new garments whenever in the judgment of the President and the matrons it is deemed necessary.

Students must not sell or give cast off uniform garments to persons living in the vicinity of Athens.

The uniform skirt, cap, and white waist should be worn by former students when returning to the school in September. All students must wear the uniform as a traveling dress at all other times.

It is very desirable that uniforms be ordered before leaving home. A detailed description and order blank will be furnished upon request made to the Registrar.

JUNIOR HIGH SCHOOL

The work of this school includes the seventh, eighth, and ninth grades, or the last year of the elementary school and the first two

years of the high school. Only a small amount of election is permitted. The work is of a high standard. Strong student teachers are used to a limited extent in this school. It is also used for observation.

COURSE OF STUDY

First Year

English -----	5
History -----	5
Mathematics -----	5
Science -----	5
Domestic Science or Shop -----	5
Physical Education -----	2

Second Year

English -----	5
History -----	5
Mathematics -----	5
Science -----	5
Domestic Science or Latin or Shop -----	5
Physical Education -----	2

Third Year

English -----	5
History -----	5
Mathematics -----	5
Science -----	5
Domestic Science or Latin or Shop -----	5
Physical Education -----	2

COURSE OF STUDY

Applicants for any of the Academic and Industrial Classes may offer certificates from accredited high schools for entrance into these classes. These certificates will be accepted as evidence of preparation in those subjects which are certified to and the holder will be allowed to take up any advanced work based upon the certified subjects. Work in one study cannot be accepted as the equivalent of work in a different subject.

Freshman		Sophomore	
	Hours		Hours
Education - - - - -	1	Education - - - - -	1
English - - - - -	3	English - - - - -	3
Plane Geometry - - - - -	3	History - - - - -	3
History - - - - -	3	Physical Education - - - - -	2
Physical Education - - - - -	2	Latin or Biology } - - - - -	3
Physics - - - - -	3	Solid Geometry } - - - - -	3
Latin - - - - -	3	Chemistry } - - - - -	3
or		or	
Clothing (1½) Drawing and		Biology	3
Color (1½) - - - - -	3	Cookery (1½) Crafts (1½) } - - - - -	3
		Chemistry	3
Minimum - - - - -	18	Minimum - - - - -	18
Maximum - - - - -	21	Maximum - - - - -	21

Junior

Academic		Industrial	
	Hours		Hours
Psychology (1½) Child Study		Psychology (1½), Child Study	
(1½) - - - - -	3	(1½) - - - - -	3
Methods (1½) History of Ed-		Methods (1½), History of	
ucation (1½) - - - - -	3	Education (1½) - - - - -	3
English - - - - -	3	English - - - - -	3
Blackboard Illustration (1½)		Cookery (1½), Foods	
Public School Music (1½)	3	(1½) - - - - -	3
Rural Economics (1½), Pub-		Dressmaking (1½), Tex-	
lic Speaking (1½) - - - - -	3	tiles (1½) - - - - -	3
History, or Mathematics, or		Manual Arts - - - - -	3
Latin, or French, or Span-		Crafts - - - - -	2
ish - - - - -	3	Arts - - - - -	2
Physical Education - - - - -	2	Design - - - - -	2
Minimum - - - - -	20	Physical Education - - - - -	2
Maximum - - - - -	23		20

Senior

Academic		Industrial	
	Hours		Hours
School Management (1½),		Practice Teaching, Conference	3
Principles of Teaching		English - - - - -	3
(1½) - - - - -	3	Agriculture - - - - -	3
Practical Teaching and Con-		Cookery (1½), Home	
ference - - - - -	3	Management (1½) - - - - -	3
English - - - - -	3	Physiology (1½), Nutri-	
Agriculture (1½), Public		tion (1½) - - - - -	3
School Music (1½) - - - - -	3	Dressmaking (1½), Mil-	
Rural Sociology (1½), Pub-		linery (1), Methods in	
lic Speaking (1½) - - - - -	3	H. Arts (½) - - - - -	3
History, or Mathematics, or		Woodwork - - - - -	2
Latin, or French, or Span-		Crafts - - - - -	2
ish - - - - -	3	Design - - - - -	2
Physical Education - - - - -	2	Methods in Art - - - - -	2
Minimum - - - - -	20	Physical Education - - - - -	2
Maximum - - - - -	23		20

DEGREE COURSES

The courses outlined below are the last two years of college work, and are based on the completion of the regular Normal course, or an equivalent. On the completion of these courses, either an A.B. in Education or a B.S. in Education will be granted according to course selected. Three hours per week in Education are required each year, and the remaining twelve hours may be filled from five groups of elective studies. Four subjects must be elected from these groups, each subject requiring three periods, making a total of eighteen periods.

JUNIOR AND SENIOR DEGREE COURSES

I. For the Degree of A.B. in Education

	Hours
Education -----	3
English -----	3
Nine hours to be selected from the following groups, not more than two subjects from each group:	
Group 1: Latin, French, Spanish -----	3
Group 2: Mathematics, Science -----	3
Group 3: History, Economics, Education -----	3
Group 4: Agriculture, Household Arts, Manual Arts -----	3
Group 5: Physical Education and Health, Public School Music, Public Speaking, Library Methods -----	3
Total -----	15

II. For the Degree of B.S. in Education

	Hours
Education -----	3
Science -----	3
Nine hours to be selected from the following groups, not more than two subjects from each group:	
Group 1: English, Latin, French, Spanish -----	3
Group 2: Mathematics, Science -----	3
Group 3: History, Rural Sociology, Education -----	3
Group 4: Agriculture, Household Arts, Manual Arts -----	3
Group 5: Physical Education and Health, Public School Music, Public Speaking, Library Methods -----	3
Total -----	15

AGRICULTURE AND RURAL SOCIAL SCIENCE

1. Agriculture.

This is a course in general agriculture designed to meet the needs of teachers who expect to teach the subject in the public schools. The topics studied will be those in a text on general agriculture but in addition field trips will be made and laboratory work will be required, as well as suggestions given for the best methods to be used in teaching this subject.

Three hours per week, one semester. Senior Academic.

2. Animal Husbandry.

The relation of farm animals to permanent agriculture, the principles involved in feeding, the importance of balanced rations to secure the proper development of animals will be the foundation of this course. Later a detailed study will be made of the different breeds of cattle, swine, horses and poultry. One period per week will be devoted to laboratory work in the study of feeds, testing milk, working balanced rations and determining the profitableness of certain animals.

Three hours per week, one semester.

3. Agronomy.

This course will consist of the study of soils, the importance of the conservation of soils, the value of soil water as well as the means for the retention of this water. The value of manures and fertilizers, and a crop rotation as a factor in permanent agriculture will be stressed. A number of farm crops will be taken up in detail, with regard to varieties, means of improving and the insects and diseases of each crop will be studied. Laboratory work will be required.

Three hours per week, one semester. Junior.

4. School and Home Gardening.

In this course a careful study will be made of garden plans after which the students will be required to make one suitable for local needs; using varieties that are best adapted to this climate. The best method of keeping fertile the garden soils and the use of manures and commercial fertilizers, the insects and diseases affecting garden crops are among the other topics that will be taken up. Laboratory work will be required one period per week in which actual practice in growing a garden will be done as well as knowledge gained in the application of fertilizers; an acquaintance with different varieties of vegetables and the importance of spraying in the control of insects and diseases.

Three hours per week, one semester. Senior.

5. Agricultural Education.

This is a course that deals with the method of teaching agriculture. Emphasis will be placed on the organization of the teaching material: how to teach various topics and how to use illustrative material, such as charts and slides. The organization of clubs and the home project method will be discussed.

Three hours per week, one semester. Senior.

6. Poultry.

The breeds of poultry, the care and management, the proper feed-

ing and the insects and diseases of poultry will form the basis for this course. Consideration will be given to the location and construction of poultry houses.

Three hours per week, one semester. Junior Degree Course.

7. Landscape Gardening.

In this course a study will be made of the selection of flowers, shrubs and trees suitable for different types of homes and school buildings. The proper arrangement and grouping of the plants will be emphasized. Rural school grounds will be taken up in detail.

Three hours per week, one semester. Junior Degree Course.

8. Plant Breeding.

The greater part of this course will be given to the study of domesticated races and the manner of improvement. Careful attention will be given to such topics as natural selection, artificial selection, variation, heredity, and environment. The origin of species as treated by different authors will be discussed.

Three hours per week, one semester. Senior Degree Course.

9. Farm Management.

This is a study of farm plans including size and location of buildings; fences, roads, different types of farming, labor, ownership or rental, market problems, co-operation, records and accounts.

Three hours per week, one semester. Senior Degree Course.

1. Rural Economics.

This course takes up some of the most salient features of the rural problems with emphasis on the rural conditions in Georgia and their effects on rural social life. County and community reports are made.

Three hours per week, one semester. Junior.

2. Rural Sociology.

This course is designed to give an interest and appreciation in rural life and rural life problems with emphasis on present tendencies and future growth in Georgia. The United States Census reports, and all available state house reports, are used in connection with the text book.

Three hours per week, one semester. Senior.

3. Rural Economics.

This course involves a study of the present economic conditions of rural districts, and the necessity of improving these conditions as a basis of other rural improvement; the economic development of agriculture; the factors of agricultural production; rent and

present-day rent problems; the farmer's income; rural co-operation and credits; the marketing of farm products.

Three hours per week throughout the year. Junior, Degree course.

4. Rural Sociology.

This course takes up a study of the evolution of rural social conditions, the relation of physical environment to the several types of communities, economic and other causes which underlie changes in population, the present condition of rural communities, and existing rural social organizations, their functions, efficiency and present status. The influence of such factors as production, transportation, communication, land tenure, sanitation, and rural social, religious and educational organizations upon the general welfare of rural communities, the improvement of such influence, and the use of the survey to ascertain rural social needs are topics which receive careful consideration.

Three hours per week throughout the year. Senior, Degree course.

EDUCATION

1. Pedagogy.

A course presenting in simple and concrete form the psychological basis of study, the typical methods of instruction, the daily problems of school life, and the art of teaching in its most practical form.

One hour per week throughout the year. Freshman.

2. Introduction to Teaching.

This course will try to give the student a sympathetic understanding of the problems. It will be practical but based on psychological principles.

One hour per week throughout the year. Sophomore.

3. Psychology.

A course in Psychology from the point of view of educational theory and practice. A brief study is made of physiological psychology, followed by intensive work on the nature and function of the mental processes as revealed in human behavior. Through a study of perception, association, memory, imagination, reflective thinking, reasoning, judging, attention, interest, feeling, emotion, instinct, habit, will, and character, the student gains a better understanding of the problems involved in the training of children.

Reading Course Required: Thorndike; James; Dewey, Titchener; Angell; Judd; Munsterberg; Breese.

Three hours per week, one semester. Junior.

4. Principles of Teaching.

The work in this class is intended to be both scientific and practical. It is based on the laws of psychology and their use in the actual work of teaching. It makes use of modern scientific psychology and especially of recent investigations. The pupil is expected to get practical control of principles by using them. He is expected to have his practices based on well understood reasons and to be able to modify his practices when occasion demands.

References: Dewey, *School and Society*; James, *Talks to Teachers on Psychology*; Bolton's *Principles of Education*; Bagley, *Educational Values*.

Three hours per week for one semester. Junior.

5. Child Study.

Attention is given to the foundation of child study in other sciences, and to the more general, permanent, and practical truths thus far revealed by students of children, particularly regarding their physical nature, growth, development, abnormalities and defects, with methods of remedy; tests and measurements, meaning of infancy; periods of childhood; suggestion, habit, moral development, influences affecting personality.

References: Kirkpatrick's *Fundamentals of Child Study*; Rowe's *Physical Nature of the Child*; King's *Psychology of Childhood*; Sully's *Studies of Childhood*; Hall's *Adolescence*; Tyler's *Growth and Education*.

Three hours per week, one semester. Junior.

6. Methods.

Study of the nature, structure, function, and place of the lesson; the working of the child's mind on the progress of the lesson; the development and formulation of principles underlying the recitation, the work of the teacher in stimulating and guiding the child's activity; making lesson plans and teaching lesson wholes under systematic and constructive criticism; methods of presenting subject matter; observation of a variety of type lesson with reports and discussions.

Three hours per week for one semester. Junior.

7. History of Education.

A study of the educational ideals, practices and tendencies of the past, the great educational reformers, and the principles derived from them, the origin and development of modern educational theory and practice. The course embraces a study of oriental, classical, mediaeval, and renaissance education, present tendencies in education, modern school systems, and the American public school. Reading course required.

References: Parker's History of Modern Elementary Education, Hoyt's Studies in the History of Modern Education, Graves' Great Educators of Three Centuries.

Three hours per week for one semester. Senior.

8. School Management and Supervision.

This course undertakes to prepare the student to understand the various problems which will arise in connection with the school other than instruction. It deals with routine, daily program, attendance, hygienic conditions, discipline, incentives, coercives, records and grading and the teacher's relation to school officers and the community.

References: Dutton, School Management; Foght, The American Rural School; Sears, Classroom Organization and Control.

Three hours per week, one semester. Senior.

9. Practice Teaching.

Connected with the State Normal School is a well organized, thoroughly equipped Training School, which serves both as a school of observation and as a school of practice for student-teachers. Two periods in the morning and one in the afternoon should be reserved throughout the year for observation and practice teaching. Observation is begun in the Junior year and continued throughout the Senior year.

As a means of helping to raise the standards of the rural schools of the state to meet the social and economic needs of modern rural life, a rural school has been established in connection with the Training School, in which student-teachers are given an opportunity to study rural school problems, thereby better fitting themselves for efficient service in country schools.

The Junior High School is also used for observation and practice for those who are preparing to teach in junior high or high schools.

The members of the Senior class are required to do practice teaching throughout the year in the various grades of the Training School and to co-operate in the work of the Rural School under the supervision and guidance of the head of the Department of Pedagogy and the Principal of the Training School, with the sympathetic and constructive criticism of skilled critic teachers. Before teaching, detailed lesson plans are prepared and submitted for criticism.

Two hours per week throughout the year. Senior.

10. Common School Review.

Provision will be made to give a rapid review of the common school branches to those who need the review.

11. Conferences.

The officers of the Department of Pedagogy, the officers and teachers of the Training School, and all the members of the Senior class meet once a week for conference and discussion of the work of the Training Schools and vital educational problems in general.

One hour per week throughout the year. Senior.

12. Term Paper.

Original investigation of some important phase of education, with a written report thereon, is required of members of the Senior class.

13. School Law.

A course of lectures on the salient provisions of the laws relating to the common school system of the state.

Special periods. Junior, Senior.

14. Reading Course and Current Educational Literature.

In addition to the regular course of study in this department, courses of reading are offered, based upon professional material at hand in the pedagogical department of the Carnegie Library of the State Normal School. A score or more of current educational periodicals coming to the Library form the basis of class conferences throughout the Junior and Senior years.

Special periods. Junior, Senior.

15. Principles of Secondary Education.

This course is designed to give an intensive study of the modern problems in secondary education. It will include a study of the ultimate and proximate aims of high school education, selection and presentation of subject matter, plans for the economic use of the student's time, and classroom management. It will involve the psychology of high school subjects, type lessons, solution of problems and practical work.

Three hours per week, one semester. Senior, Degree course.

16. General Methods of Teaching in High Schools.

The course deals with the problems of classroom teaching. It is a general methods course for prospective high school teachers and supervisors. The following problems are treated: selection and arrangement of subject matter, economy in classroom management, teaching various subjects, individual differences, supervised study, the use of books, laboratory methods, questioning, measuring the results of teaching. Reading and practical work required.

Three hours per week, one semester. Senior, Degree course.

17. Educational Psychology.

This course is designed to acquaint the student with the more important laws and principles of psychology as they apply to the educative process, and to give a survey of the experimental findings in the learning process. Among the topics considered will be: native tendencies, habit formation, memory and association, laws of learning, individual differences, transfer of training, interference, fatigue and the mentally defective and the gifted children.

Three hours per week, one semester, Junior, Degree course.

18. Tests and Measurements.

This course is planned to give a working knowledge of the more important standard tests for measuring the ability and achievement of elementary and high school children. Practice in administering tests and interpreting results will be an important part of this course. Special consideration will be given to the use of standard tests in diagnosing, classifying and evaluating the progress of children in various school subjects. Intelligence tests, readings, laboratory work.

Three hours per week, one semester. Junior, Degree course.

19. Public School Curriculum.

The principles underlying the formation of the public school curriculum as related to social conditions and social needs, giving attention to the increasing demand for courses that will definitely meet the needs of vocation, health, civic life, family life, social intercourse, conduct, and leisure. A study will be made of the application of the technique of science to selecting, grading, and organizing the course of study in the important public school subjects. Study of the work of special committees and practical work required.

Three hours per week, one semester. Senior, Degree course.

20. City, State and County School Administration.

This is a study of the principles underlying an efficient state school system, both city and county, with special reference to the present and future needs of Georgia. Topics studied will include: educational surveys; the federal government in public education; school funds; school budgets; selection, preparation, certification and improvement of teachers; school libraries; buildings and equipment; consolidation; compulsory attendance; free supplies; retardation; economy and efficiency. Field work and practical work required.

Three hours per week, one semester. Senior, Degree course.

21. School Supervision.

The purpose of this course is the preparation of supervisors and supervising principles. This course considers the problems of the superintendents and principles in relation to attendance, organization, classification, marking systems, promotion plans, acceleration, retardation, elimination of pupils, records and reports. It will consider the function of the supervisor, methods of supervision and effective devices used by supervisors. Criticism and improvement of instruction and standards for judging instruction. Practical work.

Three hours per week, one semester. Senior, Degree course.

ELEMENTARY TRAINING SCHOOL

The relation of theory to practice is the same in teaching as in medicine; hence, schools for the professional training of teachers require training schools for the application of the theory of teaching just as schools of medicine require hospitals for the application of the theory of medicine. The most important equipment for every technical course in the modern school is a well equipped laboratory. In every Normal School the one essential feature is the Training School, it being the pedagogical laboratory in which the student-teacher observes the workings of the child mind and applies the knowledge thus gained in carefully planned teaching acts.

The Training School performs two distinct but related functions: It furnishes regular classes for the observation of expert teaching and serves as a school of practice for students in which they may serve an apprenticeship as actual teachers. In the conduct of practice, it is the general purpose to help students to appreciate educational theory by themselves putting it into practice, and to train them in those practical adjustments which constitute effective teaching. To this end there is a minimum of discussion and a maximum of doing.

It is the purpose of the Training School of the State Normal School to give to its teachers in training, particularly Juniors and Seniors and Specials, opportunity to observe and apply the most approved methods in education, with the idea of putting these into practice in the schools of the state.

The Training School is amply equipped with a library, a shop, a gymnasium, a kitchen, and a dining room, and the different class rooms are well equipped with modern appliances.

The school is a well organized one of nine grades and the course of study is planned to meet present needs in the life of the child

and to suit the interests of the various periods of child development. The work, so far as practicable, is based upon present day industries, and especially the industries which are taught in the school: Cooking, Gardening, Sewing and Manual Training. In addition to the industries named, the course of study includes Reading, Writing, Spelling, Drawing, Painting, Language and Grammar, Literature, Elementary Science, Geography, Arithmetic, Algebra, History, Music, and Physical Training.

Before any student is permitted to do practice teaching in the Training School, the equivalent of academic and professional work as given in the Junior class of the State Normal School must be satisfactorily completed.

Before teaching in the Training School each student-teacher is assigned a grade and a subject, and is required to make for teaching detailed plans which must be submitted to the critic teacher for correction. After the teaching assignment is made four plans each week must be submitted to the critic in charge, and four must be accepted before a student-teacher is permitted to teach.

Academic Seniors are assigned to teaching and observation in pairs—one Senior doing actual teaching while the other one observes. At the expiration of two months teachers and observers exchange places. This plan of procedure is kept up throughout the seventh, eighth and ninth grades. Students from this department may enter the Freshman Class of the Normal School or the third year of any accredited high school.

THE RURAL SCHOOL

Modern educational thought has centered about the city school; social and economic forces have developed the city more rapidly than the country, thereby retarding the growth of the country school and country life in general.

It is our purpose with the model building and modern equipment to help in adjusting the rural school to the agricultural and domestic life of the country; to demonstrate ways in which a rural school may be the social center of community life; to adjust the course of study to rural conditions and interests; to study the problem of consolidation of schools, to show what may be done by one teacher in carrying out a practical course of study; to bring the student-teachers of the State Normal School in close contact with the actual problems of the country school. A schedule is arranged by which they may observe the daily work of the school and have practical experience in teaching in a country school.

The building is modern; consisting of a main school room, cloak

room and veranda. The equipment of the school is good. The best adjustable individual desks are used. A large stove with a zinc jacket about it furnishes heat. Three sides of the room are covered with the best hyloplate boards. Four large windows admit all the light from one side. Both windows and the doors are fitted with gauze. Two roomy cabinets are used respectively for library and dishes, and linen. The school is also equipped with a complete set of maps mounted in convenient roller cases. The sand table is used in teaching and illustrating important lessons.

Many of the children enrolled are country children, the sons and daughters of farmers. They study practical agriculture, germinate seed, study the soil, and learn the various parts of the plant.

The idea of the attractive in furnishings is not overlooked. Above the boards borders of burlap in soft brown are mounted. This furnishes a pleasing background for the color work of the children. A few copies of the masterpieces also adorn the walls. Shades of restful color and sash curtains cover the windows.

The playground space is ample, and as much out-door gymnasium work as is practicable is given. Flowers and ornamental shrubs are cultivated, and the boys and girls are taught to love and appreciate the beautiful, and to keep and improve their school grounds.

The school is limited to seven grades and the course of study adopted for the state schools is carried out.

One of the most attractive features is the noon lunch each day. The table is set for a meal, and teacher and children lunch together. The boys and girls wash the dishes and store them away. This furnishes opportunity for teaching many neglected lessons, and the refining influence of this training is noted.

From four to six student-teachers are assigned to this school every month, having done observation work before beginning their actual teaching.

The school is a country school and has the sympathetic co-operation of the county school superintendent and the county board of education.

Having fulfilled all necessary conditions, the teacher of the school in its early history was granted the standard certificate by the superintendent of schools of Clarke County.

JUNIOR HIGH SCHOOL

The junior high school is organized along the most approved lines and includes the seventh, eighth and ninth grades. It is designed to give the full equivalent of the first two years of high school. It is used for observation, demonstration and teaching under supervision.

ENGLISH

1. Rhetoric and English Literature.

A study of the principles of rhetoric and composition with frequent exercises in theme writing, and a careful study of the following classics: Scott's *The Lay of the Last Minstrel*; Dickens's *A Tale of Two Cities*; Shakespeare's *The Merchant of Venice*; Tennyson's *The Idyls of the King*; and Lamb's *Essays of Elia*.

Three hours per week throughout the year. Freshman.

2. Literature and Theme-Writing.

A study of the history of English literature, accompanied by a critical study of the masterpieces of some of the leading authors; theme-writing will be studied and practiced, the themes being based upon the studies in literature.

Three hours per week throughout the year. Sophomore.

3. Shakespeare.

A careful study of Shakespeare's plays with attention to formation of plot, character delineation, setting, and interpretation of thought. Frequent themes will be written and criticised in class.

Three hours per week throughout the year. Junior.

4. Elements and Kinds of Literature.

The fall term is given to a study of prose, a book of selections from the works of writers of today being used as models, and students being required to produce an original paper once a month. The spring term is given to the study of poetry, its elements, scansion, and varieties of forms. Occasional exercises in verse writing are used for fixing the poetic forms in mind.

Three hours per week throughout the year. Senior.

5. The English Novel.

In this course a study is made of the development of the novel from the earlier romances and the eighteenth century essay. Representative novels of Richardson, Fielding, Smollet, Aresten, Scott, Dickens, Thackeray, George Eliot, Stephenson, Reade, Hardy, Kipling, Cooper, Hawthorne, Howells, and Fox will be read outside of class and written reports made to the class from time to time.

Three hours per week throughout the year. Junior, Degree course.

6. The Development of the Drama.

This course includes a study of History of the Drama: The Greek Drama, Latin Drama, French Drama, English Drama; Dramatic Construction; Study of Masterpieces; *Antigone*; *Everyman*; Marlowe's plays; Ben Johnson's plays; *The Rivals*; *The School for*

Scandal; She Stoops to Conquer; Modern Drama of the English School, the French School, the German School, the Irish School, the Scandinavian School, the American School.

Three hours per week throughout the year. Senior, Degree course.

HISTORY

1. Medieval History.

This course includes the study of the religious institutions of the Middle Ages, emergence and development of European states; the Crusades; effect of Oriental culture on Europe; rise of towns; trade and the common people; transition from Medieval to Modern ideals.

Three hours per week throughout the year. Freshman.

2. Modern European History.

In this course the following topics will be studied; political unification of European nations; changes in labor, manufactures and transportation; capitalism and the factory system; political and social reforms; nationalism, imperialism, international relations; the outbreak of the World War.

Three hours per week throughout the year. Sophomore.

3. Advanced Course in American Government.

This course includes a study of: principles and functions of Government; administrative organization in United States; comparison of Federal, State, and local forms; forms of citizenship and sovereignty in leading European states and America; methods of popular control and expression of public opinion; parties; nature and scope of financial and budgetary method; regulation of commercial and labor interests; problems of Government reforms.

Three hours per week throughout the year. Junior.

4. American History.

This course is based on a review of the nineteenth century of United States history; forming of the Federal Government; parties; the Westward movement; sectionalism; slavery; the Civil War; reconstruction; contemporary history and industrial era; growth of trusts and labor organizations; United States as a world power; international relations; banking, currency, and credit; the characteristic features of Americanism.

Three hours per week throughout the year. Senior.

5. Current History.

This course will embrace a study of the causes and conduct of leadership in the great war; military and diplomatic causes; co-

and brilliancy of tones; freedom. Evolution of expression is the basal text.

Three hours per week, one semester. Junior.

2. Public Speaking.

To some extent, time during this course must be given to methods, in order to prepare the students for teaching. This part of the work will consist in methods for Primary and Grammar grades, and will include lectures, discussions, and practical illustrative exercises. Some of the phases of reading studied are: the relation of reading to other studies in the curriculum; methods of getting good reading; enunciation and pronunciation; phonics; pitch, inflection, modulation, model work; the development lesson; conduct of the reading lesson; emphasis of the importance of good oral reading on the part of the teacher.

Three hours per week, one semester. Senior.

3. Public Speaking.

The work in this course will consist in: Whatever pertains to preparing and delivering one's own speeches. Interpretation of great speeches, to train practical public speakers. A comprehensive study of principles, using masterpieces of oratory, and illustrative matter from current affairs, politics, reforms, advertisement, and any other subjects of interest. Impromptu and prepared speeches. Each student must select a major topic on which he will write several speeches. Each student will be required to prepare and deliver lectures on specified teaching problems or subjects.

Three hours per week, throughout the year. Junior, degree course.

ROMANCE LANGUAGES

1. French.

Open to students who have had a two years' course in French in accredited schools. Required for graduation, if French is selected as the language option. This course consists of a thorough review of grammar and syntax through translation from English into French; dictation; letter writing; reading in or outside of the class room of about 700 pages of French; conversation.

Three hours per week throughout the year. Junior.

2. French.

Translation from English into French; essays in French; reading of about 1,000 pages standard texts; conversation. Lectures in French. Required, if French is selected.

Three hours per week throughout the year. Senior.

3. French.

Advanced course for students who had French 1 and French 2 or their equivalent. Not required for State Normal School diploma, but required for baccalaureate degree. This course consists of methods and practice of teaching; essays in French; survey of French literature; extensive reading of classics. Lectures in French. This course is given only when at least 10 students apply for it.

1. Spanish.

Open to students who have had a two years' course in Spanish in accredited schools. Required for graduation, if Spanish is selected as the language option. This course consists of a thorough review of grammar and syntax through translation from English into Spanish; letter writing; reading in or outside of the class room of about 700 pages of Spanish; conversation.

Three hours per week throughout the year. Junior.

2. Spanish.

Translation from English into Spanish; essays in Spanish; reading of about 1,000 pages standard texts; conversation. Lectures in Spanish. Required, if Spanish is selected.

Three hours per week throughout the year. Senior.

3. Spanish.

Advanced course for students who had Spanish 1 and Spanish 2 or their equivalent. Not required for State Normal School diploma, but required for baccalaureate degree. This course consists of methods and practice of teaching; essays in Spanish; survey of Spanish literature; extensive reading of classics. Lectures in Spanish. This course is given only when at least 10 students apply for it.

Beginners' Course in French and Spanish

Preparatory beginners' courses in both French and Spanish will be offered if at least 10 students apply for them. Students who entered the State Normal School in the fall of 1921 and took either French or Spanish will be allowed to graduate under the old requirements in modern languages.

SCIENCE**1. Physics.**

This course deals with a study of matter and force and the relation of these to life and progress. The students are trained to get acquainted with the forms and forces around them and they also

learn to make simple devices to use in the schools where no apparatus can be bought. Laboratory work is required.

Three hours per week throughout the year. Freshman.

2. Biology.

The plan in this course is to study typical plants and animals, leading up to a more detailed study of human physiology, anatomy and hygiene. This includes the study of protoplasm, metabolism, growth, reproduction, heredity and evolution. Instruction is given in the use of a microscope, the preservation of specimens and the making of collections. The living organisms are studied when possible; otherwise preserved specimens, models, microscopic sections, the stereopticon will be used.

Three hours per week throughout the year. Freshman.

3. Chemistry.

Elements and inorganic compounds are studied. These subjects are taken up with the connection they bear to comfort and civilization. The relation of chemistry to the saving of many by-products of the home and farm will be considered. Laboratory work will be required.

Three periods per week throughout the year. Sophomore.

4. Botany.

In this course the structure, functions, classes and uses of plants will be studied.

Three hours per week throughout the year. Junior, Degree course.

5. Organic Chemistry.

This course will embrace a study of the compounds, relations, uses, and properties of carbon, and will include laboratory work. Three hours per week throughout the year. Junior, Degree course.

6. Physics.

This course treats of life and civilization as aided by force and energy, studied in connection with mechanics, heat, sound, light, magnetism, electricity, principles and applications of devices using energy. Laboratory work will be required.

Three hours per week throughout the year. Junior, Degree course.

7. Zoology.

This is a study of functions, habitat, relations, comparisons of animal life.

Three hours per week throughout the year. Senior, Degree course.

8. Household Chemistry.

This course embraces a study of composition, uses, sources, properties, and economics of compounds relating to life in the home.

Three hours per week throughout the year. Senior, Degree course.

9. Physics.

This course will be a continuation of Physics 6. Special emphasis will be placed on the principles and applications, of devices using energy. Laboratory work will be required.

Three hours per week throughout the year. Senior, Degree course.

CARNEGIE LIBRARY

This building, as indicated by its name, was the gift of Mr. Andrew Carnegie. It is well equipped with Library Bureau furniture and contains about ten thousand volumes with something like three thousand pamphlets. The faculty and registered students of the school have free access to the library and may draw books for home reading. To the general public it is for reference only.

The Reading Room is of infinite value to the students both for general reading and reference work. The following magazines are on file: American Cookery, American Journal of Education, American Magazine, American School Board Journal, Atlantic Monthly, Bookman, Century, Country Life, Current History, New York Times, Current Opinion, Delineator, Education, Educational Review, Elementary School Journal, Good Housekeeping, Independent, Industrial Arts Magazine, Journal of Education, Journal of Home Economics, Journal of Psychology, Kindergarten and First Grade, Ladies' Home Journal, Literary Digest, Manual Training Magazine, Missionary Review, Musical America, Nation, National Geographic, Nature Study Review, New Republic, North American Review, Normal Instructor, Outlook, Playground, Progressive Farmer, Readers' Guide to Periodical Literature, Review of Reviews, Saturday Evening Post, School Arts Magazine, School Century, School and Home Education, School and Society, School Review, Survey, Teachers' College Record, Textile World, Travel, Woman's Home Companion, Worlds' Work, Yale Review, Harper's Monthly, Mentor, Hibbert's Journal, American City, Woman Citizen. These magazines are bound at the end of each school year and prove a most valuable aid in the Reference Department.

The library is open daily (except Sunday) from 8:45 A. M. until 5:30 P. M., closing for the dinner hour. Books other than "Re-

serves" may be borrowed from the library for two weeks. Reserved books are issued overnight only.

It is the main purpose of the library to both create and stimulate a taste for good literature as well as serve the various departments in their reference work. It is our ambition to give every student of every department a working knowledge of the institution and thereby double its value to the student body.

CORRESPONDENCE COURSES

Teaching by mail is becoming more popular every day, and the facilities have now been so perfected that there is no method of study which equals that of the correspondence plan for giving depth of scholarship and accurate knowledge of the subject studied. The State Normal School has so arranged its courses of study that all correspondence students will secure full credit for the work which they do at home should they decide eventually to attend the Normal School at Athens.

These courses are prepared by the heads of departments who are specialists in these branches. Directions as to text-books and lessons, and lists of review questions, will be sent to the student. When the student writes out the answers to these questions and sends in her papers these will be corrected and graded and again returned to the student. Credit will be entered upon the records of the State Normal School for the work done, and this credit will help the student, who can come to the school later and take resident work, to obtain the diploma offered by this institution.

The charges for the courses are as follows:

Common School Review Courses		General Cultural Courses	
Arithmetic - - - - -	\$5.00	Algebra - - - - -	\$6.00
Grammar - - - - -	5.00	Geometry - - - - -	6.00
History, American - - - -	5.00	Latin - - - - -	6.00
Physiology - - - - -	5.00	Rhetoric - - - - -	6.00
Geography - - - - -	5.00	Literature - - - - -	6.00
Agriculture - - - - -	5.00	Civil Government - - - -	6.00
Reading - - - - -	5.00		
Spelling - - - - -	5.00		

General Pedagogical Course

Dutton's "School Management," and Georgia School Law---\$5.00

For full particulars in regard to any of these courses of study, address the President, State Normal School, Athens, Georgia.

LECTURE COURSE

The school maintains a Lyceum Course which is free to all the students of the school and in which are engaged the best platform performers we can procure. In addition to this, a series of lectures by prominent men and women in the state, who have accomplished things in the special line of work in which each is interested, is kept up throughout the year.

Moreover, Athens affords the school wonderful opportunity of seeing and hearing those who have attained distinction along many lines of endeavor. The school, in fact, is at times embarrassed with the richness of its opportunities of this kind. From time to time such men as Dr. Campbell Morgan, Mr. George Foster Peabody and others of national reputation speak in the auditorium. But they are invaluable aids in giving finishing touches to the education which the school is striving to impart to its student body.

MOTION PICTURES

Motion pictures are frequently used by the various teachers to supplement their class-room instruction. This method of teaching has proven to be both interesting and instructive.

The moving picture machine is also used by lecturers who visit the school and at such times when the students are not otherwise engaged some of the best popular films are shown.

STUDENT ORGANIZATIONS

1. The Young Women's Christian Association.

The Young Women's Christian Association, through its social life, Bible study, mission study, church attendance and intercollegiate relationships, seeks to promote the spirit of Christian thinking and Christian living among students and to train them for Christian work.

The Social Work consists in aiding new students to harmonious adjustment to the school life and its activities.

The Course in Mission study is carefully planned and the text books used are the newest and best, treating both home and foreign mission problems.

Intercollegiate relationships have been established by delegations to the Georgia Student Volunteer Union, the Southern Conference of the Young Women's Christian Association, by visits of traveling student secretaries, delegates to the National Student Volunteer Convention, Cabinet training councils, and by the interchange of reports and methods with other associations.

Church attendance is emphasized in order that the students may derive all the spiritual benefits possible from the excellent church facilities of Athens.

2. Bible Study.

The purpose of this course is to give such a general knowledge of the Bible as will furnish to the students a background for future work in detail.

The lessons are arranged for systematic daily readings through the Bible, beginning with Genesis. Weekly reviews are held on these readings, bringing out such points about the great Book as every person ought to know.

The aim of the teachers in presenting these lessons is to bring the students into loving acquaintance with God's Word. This course covers four years.

The First Year's Course embraces the Law and History of the Hebrew Nation as found in the Bible from Genesis to Esther inclusive.

The Second Year's course is a study of the Poetry and Prophecy of the Bible, beginning with the book of Job and extending through the Old Testament.

The Third Year's course is the Life of Christ, or the historical study of the four Gospels. These lessons are so arranged as to bring together the corresponding parts of the four Gospels for comparison. There is no attempt made to study these parts critically, but simply to present the facts as given by the four writers.

The Fourth Year's course is a study of the Acts of the Apostles, of the Epistles, and of Revelation.

This course is entirely optional, but all students are encouraged to join one of these classes, and due recognition is given their work in the permanent records of the school.

The Bible classes are taught by members of the Faculty.

The State Normal School won second honor in this work in the United States at the Panama Exposition Young Women's Christian Association National Contest in 1915.

There has been an interest in the memorizing of Scripture prescribed by Helen Gould Shepherd, for which she presents a Student's Bible. The school has won 246 of these Bibles.

Students are urged to keep in their respective classes in Bible work as in other studies.

The State Normal School won first honor in the United States on the Student Association Honor Roll at the Panama Exposition for the largest average in production to total enrollment in Mission Study and Social Welfare classes in 1915. The School won second honor places in the two subjects that follow: volunteer Bible Study classes and attendance on religious services.

3. Woman's Christian Temperance Union.

In conjunction with the Young Woman's Christian Association work of the school, there is an organized Woman's Christian Temperance Union which holds regular meetings once per month and endeavors to further the study and interest in the Temperance Cause.

4. Altioria Literary Society.

At one time there was only one society in the State Normal School. On account of the overwhelming number of members it was advised that two societies be formed. In 1905 the two literary societies, under their new names, Mildred Rutherford and Altioria, began their work anew. Professor Earnest gave us our name "Altioria," meaning higher and better. Since the date of our birth, under the aim and excellent prevailing spirit of our motto, "Excelsior," we have been growing each year, striving for the supernal and superior things in our school life. The aim of the Altioria Society is the advancement of scholarship by enjoying together the best to be found in literature and the development of "Ideal Womanhood" through faithfulness and usefulness to our school and to our fellows.

5. The Mildred Rutherford Literary Society.

The aim of this society is to develop the literary phase of the student life through the creation of an interest in and appreciation for literature, music and art. The betterment of the social life of the school is the result of the activities of this organization and it is in this connection that some of the closest friendships are formed which exist not only while in attendance here but the influence of which will be felt far into the future.

An example of the highest type of womanhood is set before the girls in the sponsor of the organization, Miss Mildred Rutherford, whose fine and noble character and the ideals for which she stands are ever a beacons light to those who know her.

6. L'Alliance Francaise.

One of the distinctive features of the French course is the opportunity of the students to affiliate with the L'Alliance Francaise, an organization composed of those familiar with and interested in the French language both in this school and the other educational institutions of the city. Meetings are held once a month, at which time prominent French scholars address the organization on some topic of general interest. This organization has been a means of creating a greater interest in and a wider knowledge for the French language.

The Honorary President of the L'Alliance Francaise (Athens group) is Chancellor D. C. Barrow of the University, and the President, Professor J. Lustrat, head of the department of Romance Languages at the University and at the Normal School.

7. Glee Club.

The purpose of this organization is recreative choral work as well as to afford an opportunity for the study of classical compositions. Membership is open to any member of the student body. The organization gives two concerts annually and assists at other functions of the school.

8. County Clubs.

Nearly every county in Georgia is represented at the State Normal. Many of these counties have enough students to organize and there are more than twenty county clubs. There are a number of benefits to be derived from these clubs. Among the most important are—a definite way to study home county and home conditions; a united band to aid in the development of county affairs; a splendid way for those from home to get together; a medium to interest other students in the school; a source of great pleasure and leisure. These clubs are doing splendid, constructive work. More counties are to be organized and it is the aim of all of them to keep up the supply of members from year to year and to be of real SERVICE to the people at home.

9. The Round Table.

The Round Table is a gathering of all students who desire to attend at a regular meeting every Saturday night just when supper is over. The organization is nine years old and its aim is to furnish wholesome recreation and to develop a love for and a power to tell the best stories to be found in our literature. Current topics are discussed, songs rendered and some pleasing story told and commented on. This organization started with but six members at its inception, and now has increased in size until there is no room on the school campus that will hold the attendance without crowding.

10. Athletic Association.

The Athletic Association is an organization of the students to promote and encourage outdoor sports and athletics and is under the direct supervision of the Department of Physical Education.

The Association has a well-equipped athletic field, with courts for tennis, basketball, volley ball and other games. Field Days and various athletic contests stimulate interest in outdoor activities and provide sane, wholesome recreation.

11. Alumni-ae Association.

The Alumni-ae Association of the State Normal School is an organization concerned with the welfare of the school and its alumni-ae, and with the professional advancement of education. It is the channel through which the school and its alumni-ae can be of mutual help to each other. Its purpose is to provide a scholarship fund, to promote loyalty to the school, and to disseminate the ideals for which the school stands.

All graduates of the school are active members of the Association and all persons, who have at any time been students of the school, are associate members.

The officers of the Association are as follows: President, Kate E. Hicks; Secretary, Iris Callaway; Treasurer, Mrs. H. C. Doolittle.

12. Normal Light.

The Normal Light is the student paper. It is issued in newspaper style. It is printed twice a month. All general school news; society dots; editorials; literary society pages; Y. W. C. A. notes and jokes form the basis of its development. The editors are elected from the student body. They do all the writing for the paper under the supervision of a faculty member.

13. Crystal.

The Crystal is the Senior Annual. Every Senior class publishes a Crystal. The book appears at the end of the year. It is a memory book in printed form. The editors are elected from the Senior class.

STATISTICS FOR 1922-23

Registered students to date (Feb. 2, 1923), 624; students registered during Summer School, 501; pupils in Muscogee Elementary School and Country School, 272; students registered for Correspondence Courses, 60; total, 1,457.

Teachers and officers, 48. Counties represented by students, 118. Students holding diplomas from other schools, 372; students holding first grade license, 63; second grade license, 36; student having experience in teaching, 76. Fifty per cent of all our students are the sons and daughters of farmers.

Total registration since the foundation of the school, 14,957, more than 90 per cent of whom have since taught in our common schools. Total graduates to June, 1922, 1,930. Graduating class this year, 196.

Buildings: Academic buildings, 4; Dormitory buildings, 4; Dining Hall and Senior Hall building, 1; Rural School, 1; Carnegie Library, 1; Infirmary, 1; Practice Home, 1; Dairy barn, 1; Stock barn, 1; total, 15.

ROLL OF STUDENTS, 1922-23

Senior

Adams, Katherine - - - -	Bibb	Cole, Cleo - - - -	Meriwether
Alexander, Bessie - - - -	Banks	Collier, Priscilla - - - -	Pike
Almon, Lurline - - - -	Meriwether	Collins, Isabella - - - -	Cobb
Arnold, Julia - - - -	Clarke	Colvin, Katherine - - - -	Fulton
Arnold, Katherine - - - -	Oglethorpe	Comer, Ruth - - - -	Sumter
Athon, Virginia - - - -	Oconee	Cook, Fanny May - - - -	Fulton
Bagwell, Lillian - - - -	Stephens	Cook, Madge - - - -	Bleckley
Bailey, Flora Frances - - - -	Clarke	Corley, Lucy B. - - - -	Early
Banks, Gertrude - - - -	Stephens	Cory, Gladys M. - - - -	Chatham
Banks, Mae - - - -	Monroe	Couch, Marguerite - - - -	Talbot
Barr, Florence - - - -	Spalding	Cubbedge, Regina - - - -	Chatham
Barrow, Wilma - - - -	Taylor	Daniel, Norine - - - -	Heard
Beach, Virginia - - - -	Glynn	Davis, Burch - - - -	Effingham
Beers, Maidee - - - -	Harris	Deason, Irene - - - -	Lincoln
Berry, Lucile - - - -	Lamar	Deason, Tommie - - - -	Lincoln
Berry, Mae - - - -	Fulton	Dobson, Ruby - - - -	Gordon
Bexley, Viola - - - -	Coweta	Doster, Inez - - - -	Chattooga
Bleckley, Eula - - - -	Rabun	Dougherty, Margaret - - - -	Wilcox
Boling, Pauline - - - -	Habersham	Echols, Katie Sue, Manatee, Fla.	
Bonner, Mattie Lou - - - -	Lincoln	Edwards, Alline - - - -	Evans
Boynton, Ruth - - - -	Dougherty	Edwards, Lema - - - -	Monroe
Bradford, Mary L. - - - -	Oglethorpe	Edwards, Lucile - - - -	Evans
Bray, Willie Joe - - - -	Madison	Edwards, Zema - - - -	Clarke
Brown, Annie - - - -	Randolph	Elrod, Jeanette - - - -	Bartow
Brown, Ethel - - - -	Randolph	Embry, Freida - - - -	DeKalb
Brown, Quilla - - - -	Madison	Entrekin, Lois - - - -	Haralson
Bryan, Susan - - - -	Elbert	Faver, Irene - - - -	Wilkes
Burch, Emily - - - -	Laurens	Ferguson, Belle - - - -	Randolph
Burks, Emma - - - -	Spalding	Flint, Julia - - - -	DeKalb
Burroughs, Cecil - - - -	Chatham	Fowler, Betty - - - -	Clarke
Camp, Johnnie Frank, Whitfield		Fullilove, Carolyn - - - -	Oconee
Cargill, Frances - - - -	Chatham	Futrelle, Grace - - - -	Spalding
Carleton, Agnes - - - -	Camden	Garrett, Bobbie - - - -	Hancock
Carson, Mabel - - - -	Jackson	Goolsby, Leona - - - -	Jones
Carter, Marjorie - - - -	Madison	Graham, Ethel - - - -	Montgomery
Cason, Mary - - - -	Richmond	Griffin, Mabel - - - -	Henry
Center, Gladys - - - -	Clarke	Griffin, Mrs. Ellen P. - - - -	Fulton
Chambers, Arbene - - - -	Taylor	Hall, Mary - - - -	Richmond
Chapman, Mattie Mae - - - -	Floyd	Harper, Elizabeth - - - -	Monroe
Charlton, Lucile - - - -	Chatham	Hargett, Lucy - - - -	Harris
Christian, Evelyn - - - -	Elbert	Harper, Mary - - - -	Monroe
Coachman, Ruth - - - -	Seminole	Harris, Mr. F. L. - - - -	Catoosa

Harris, Katie - - - -	Jefferson	Miller, Clara - - -	Meriwether
Harris, Laura - - - -	Wilkes	Mitchell, Maude - - -	Rabun
Harrison, Verelle - -	Chatham	Monfort, Elizabeth - -	Greene
Harvey, Josephine - -	Sumter	Mongold, Pauline - - -	Rabun
Head, Ruth - - - -	Jackson	Moore, Mildred - - - -	Upson
Henderson, Mattie Kate,	Newton	Palmer, Louise - - - -	Mitchell
Herman, Ruth - - - -	Terrell	Palmer, Lucy - - - -	Mitchell
Hewell, Louise - - - -	Wilkes	Park, Rubie - - - - -	Pike
Hillis, Alice George - -	Chatham	Parker, Alma - - - - -	Appling
Hindsman, Magdalene - - -		Parker, Norma - - - -	Chatham
- - - - -	Meriwether	Patterson, Eleanor - -	Jefferson
Holliday, Martha - - - -	Clarke	Patterson, Pansy - - - -	Crisp
Hope, Mary Elizabeth -	DeKalb	Peed, Eloise - - - - -	Taylor
Howard, Esel - - - - -	Long	Pentecost, Mary - - -	Gwinnett
Howard, Nettie Lou	Sumter	Perry, Minnie - - - -	Sumter
Hubert, Blanche - - - -	Clarke	Philips, Estelle - - - -	Troup
Hughes, Mildred - - - -	Clarke	Pool, Lila - - - - -	Barrow
Humphreys, Orleans - -	Pulaski	Prickett, Reba - - - -	Clark
Jenkins, Louise - -	Merriwether	Puckett, Grace - - - -	Stephens
Johnston, Susie - - - -	Stewart	Reid, Eunice - - - - -	Upson
Jones, Berta - - - -	Randolph	Ritchie, Lucille - - - -	Jackson
Kay, Emma - Anderson, S. C.		Rivers, Lillie - - - -	Fayette
Kelley, Lillie Mae - - - -	Upson	Robbins, Edith - - - -	Chattooga
Kelley, Mary - - - -	Gwinnett	Roberts, Euzela - - - -	Terrell
Kemp, Grace - - - -	Berrien	Robertson, Lollie Belle -	Greene
Kendrick, Christine -	Taliaferro	Robinson, Arnette - - -	Walton
Kicklighter, Lola Dai -	Tattnall	Robinson, Rubye - - -	Randolph
Knight, Lonnie - - - -	Randolph	Robinson, Martha - - -	Walton
Lancaster, Kittie - - -	Putnam	Russell, Lizzie I. - - -	Monroe
Laurence, Julia - - - -	Chatham	Sammons, Florence -	Gwinnett
Lee, Lizzie - - - -	Meriwether	Senn, Flora Delle - - -	Terrell
Looper, Alethea - - -	Whitfield	Shadburn, Chista - - -	Gwinnett
McAuley, Helen - - - -	Taylor	Shadburn, Selma - - -	Gwinnett
McCollum, Emily - - - -	DeKalb	Skinner, Annie Laura - -	Fulton
McCook, Sara - - - - -	Bibb	Slade, Eva Orr - - -	Washington
McDonald, Claudia - - -	Pulaski	Smith, Lillie Mae - - -	Gwinnett
McElroy, Mary Belle - -	Fayette	Smith, Lucile - - - -	Oglethorpe
McGee, Myrtis - - - -	Crawford	Smith, Mildred - - - -	Clarke
Malcolm, Sara - - - -	Morgan	Smith, Rosa Lee - - - -	Madison
Marshall, Zola - - - -	Clarke	Smith, Thyra - - - - -	Jones
Martin, Mildred - - -	Randolph	Standard, Elizabeth - - -	Wilkes
Martin, Ross - - - -	Randolph	Stephens, Harriet - - -	Glynn
Meadows, Eudine - - -	Toombs	Stowe, Bertie Lee - - -	Stephens
Means, Willie - - - - -	Pike	Strickland, Mildred - - -	Pike
Means, Annylu - - - -	Richmond	Sutton, Louise - - - -	Monroe

Taylor, Alice Mae	- - Muscogee	Wallace, Florrie	- - - Spalding
Taylor, Nell	- - - - Richmond	Wallis, Texar	- - - - Forsyth
Taylor, Sallie	- - - - Spalding	Walters, Lucile	- - - Stephens
Thomason, Kitty	- - - Butts	Ward, Marguerite	- - Randolph
Thompson, Mary	- - - Chattooga	Wheeler, Edith	- - Chattooga
Thurmond, Lucy	- - - Jackson	White, Fannie Sue	- - - Schley
Tippins, Glennie	- - - Evans	Williams, Elizabeth	- - - Bibb
Turner, Annie	- - - - Terrell	Williams, Ethel	- - - Rabun
Vandiver, Annie	- - - - Floyd	Williams, Mildred	- - - Clarke
Vardaman, Marie	- - - Harris	Wilson, Annie D.	- - - Houston
Vaughn, Nellie	- - - Coweta	Wilson, Maude	- - - Houston
Waits, Gertrude	- - - Jasper	Zuber, Marianna	- - - Oconee
Walker, Mattie	- - - Randolph		

Junior

Abercrombie, Ethel	- - - Monroe	Braswell, LaRhue	- Meriwether
Adams, Fanibel	- - - Newton	Breedlove, Louise	- - - Coffee
Anderson, Sadie Mae	- - Jasper	Brewton, Ida	- - - Evans
Artan, Dolores	- - - Glynn	Bridges, Birdie	- - - Twiggs
Bailey, Annie G.	- - - Clarke	Bridges, Bruna	- - - Twiggs
Bailey, Marilu	- - - Sumter	Bridges, Lucy	- - - Terrell
Baker, Alice	- - - Fulton	Brown, Callie S.	- - Washington
Baker, Julia	- - - Madison	Brown, Edith	- - - Pulaski
Baldwin, Myrtle	- - - Sumter	Brown, Jessie	- - Washington
Barnett, LaBassare	- - Madison	Brunson, Dorothy	- - Houston
Barnwell, Edna Lillie	- - - Hall	Burnett, Mamie E.	- - Sumter
Barnwell, Martha	- - - Hall	Burroughs, Lucile	- - Madison
Barrett, Lerlin	- - - Madison	Burt, Ada Mott	- - - Sumter
Bell, Cleo	- - - Clarke	Cain, Otis	- - - Gwinnett
Bell, Jewell	- - - Clarke	Calhoun, Juanita	- - - Crisp
Bennett, Chloe	- - - Clarke	Calhoun, Nina	- - - Crisp
Benton, Frances S.	- Meriwether	Carey, Ruth	- - - Hall
Bittick, Estelle	- - - Bibb	Carroll, Grace Olivia	- - - -
Blackshear, Ethel	- - - Calhoun	- - - - -	- - - Washington
Bland, Olin	- - - Toombs	Cartledge, Sarah	- - - Lincoln
Bloodworth, Lillie	- - - Bibb	Chapman, Willie Maude	- Screven
Boleman, Lottie Belle	- - -	Chastain, Lila A.	- - - Thomas
- - - - -	- Anderson, S. C.	Cheney, Beth	- - - Randolph
Bolling, Naomi	- - - Chattooga	Clark, Ruth	- - - Muscogee
Bowen, Ruth	- - - Milton	Clay, Margaret	- - - Chatham
Boykin, Elizabeth	- - - Carroll	Collins, Dorothy	- - - Schley
Brackett, Pauline	- - - Clarke	Collins, Lillie	- - - Grady
Brady, Cora	- - - Stephens	Colvin, Sara Elizabeth	- - Henry
Braselton, Thelma	- - - Jackson	Combs, Gladys	- - - Henry

Conley, Ethel - - - -	Tattnall	Guest, Ruby Ethel - - -	Sumter
Conyers, Fannie Lila - -	Bartow	Gunter, Lucy - - - - -	Wilkes
Copeland, Edith - - - -	Thomas	Hale, Ruth - - - - -	Clarke
Cooper, Sara - - - - -	Taylor	Hamrick, May Belle - -	Pickens
Coulter, Marjorie - - -	Muscogee	Hancock, Ethel C. - - -	Clarke
Cross, Florence - - - -	Dougherty	Hardeman, Mildred - - -	Clarke
Cubbedge, Victoria - - -	Chatham	Harris, Lena May - - - -	Catoosa
Culbrith, Inez - - - - -	Calhoun	Harris, Daisy S. - - - -	Terrell
Daniel, Mary - - - - -	Heard	Harvey, Jimmie - - - - -	Sumter
Davis, Bessie Mae - - - -	Brooks	Hays, Helen - - - - -	Lee
Davis, Birdie - - - - -	Terrell	Hawes, Ava - - - - -	Lincoln
Davis, Vera Mae - - - - -	Gilmer	Hay, Olivia Louise - - - -	Lee
Dicks, Thelma L. - - - -	Richmond	Helfrich, Ruth - - - - -	Chatham
Digby, Mary - - - - -	Pike	Hembree, Ozella - - - - -	Cobb
Dillard, Frances - - - - -	Wilkes	Hemrick, Era - - - - -	Oconee
Dillard, Mildred - - - -	Oglethorpe	Hester, Wyoline - - - - -	Douglas
Dixon, Bernice - - - - -	Terrell	Hicks, Annie M. - - - - -	Taylor
Dolvin, Margaret - - - - -	Walton	Hill, Bernice - - - - -	Banks
Duggan, Georgia - - - - -	Pulaski	Hill, LaTrelle - - - - -	Jackson
Dumas, Ruth - - - - -	Taylor	Hind, Esther - - - - -	Dougherty
Duncan, Bess E. - - - - -	Oglethorpe	Hind, Minnie - - - - -	Dougherty
Edwards, Lillian - - - - -	Clarke	Hipp, Bertha - - - - -	Gilmer
Ethridge, Adele - - - - -	Sumter	Hirsch, Josephine - - - -	Chatham
Ethridge, Clara - - - - -	Sumter	Holliday, Edith - - - - -	Jackson
Faircloth, Montine - - -	Mitchell	Hooten, Eleanor - - - - -	Meriwether
Fannin, Annie Sue - - - -	McDuffie	Howard, Mary Alice - - -	Houston
Farmer, Sara - - - - -	Jefferson	Hudgins, Dorothy, Panola, Miss.	
Frazier, Anne - - - - -	Jefferson	Hughes, Roxane - - - - -	Tattnall
Frederick, Rosa - - - - -	Franklin	Hunter, Lucy Lowe - - - -	Oglethorpe
Fuller, Minnie L. - - - -	Coweta	Hutchins, Myrtice - - - -	Clarke
Garrett, Jewell - - - - -	Walton	Ingram, Eugenia - - - - -	Carroll
Gaylord, Alberta - - - - -		Johnson, Bernice - - - - -	Sumter
- - - - - Brunswick, N. C.		Johnson, Carrie - - - - -	Meriwether
George, Elizabeth - - - - -	Fulton	Johnson, Elsa Anne - - -	Clarke
George, Marion - - - - -	Morgan	Joiner, Frances Margaret - -	
Gibbs, Elizabeth - - - - -	Tift	- - - - - Laurens	
Gibson, Florence - - - - -	Troup	Jones, Lorena - - - - -	Morgan
Gill, Margaret - - - - -	Bibb	Jones, Lucie V. - - - - -	Laurens
Gnann, Rebecca - - - - -	Effingham	Jones, Maude - - - - -	Walton
Green, Elizabeth - - - - -	Chatham	Jordan, Elizabeth - - - -	Jasper
Gregors, Alma Ruth - - -	Mitchell	Jordan, Louise - - - - -	Wilkes
Gresham, Jessie - - - - -	Walton	Jordan, Lucile - - - - -	Washington
Griner, Louise - - - - -	Mitchell	Jordan, Nora - - - - -	Stephens
Godwin, Ila - - - - -	Meriwether	Keese, Catherine - - - - -	Randolph
Griffeth, Gladys - - - - -	Oconee	Keese, Mary Lou - - - - -	Barrow

Keiser, Martha - - - - -	Bibb	- - - - -	Chatham
Kelley, Gracie Lee - - -	Upson	O'Kelley, Lillian - - -	Clarke
Kelley, Louise - - - -	Gwinnett	Oakes, Gladys - - - -	Gwinnett
Kerlin, Myra Lee - - - -	Clarke	Orr, Agnes - - - - -	Washington
Kicklighter, Joe - - - -	Tattnall	Orr, Evelyn - - - - -	Coweta
Kicklighter, Lothare - -	Tattnall	Overby, Clara - - - - -	Stewart
King, Syvie - - - - -	Webster	Padgett, Frances - - -	Tattnall
Kinney, J. P. - - - - -	Lincoln	Paris, Kate - - - - -	Rabun
Kitchens, Christine - - -	Terrell	Parson, Lucy Grace - - -	Banks
Lane, Beulah - - - - -	Evans	Patterson, Mae - - - -	Banks
Lanneau, Gracie W. - - -	Chatham	Peavy, Hazel - - - - -	Dooley
Lewis, Laura Eual - - -	Lincoln	Pennington, Gussie - -	Jefferson
Lindsey, Ruth - - - - -	Walton	Pickett, Flora C. - - -	Coweta
Littlejohn, Annie B. - -	Walker	Pickett, Violet - - - -	Tift
Lovett, Etta Louise, Meriwether		Pittman, Agnes - - - - -	Bibb
Lumpkin, Sara - - - -	Oglethorpe	Powell, Belle - - - - -	Mitchell
Maddox, Ermine - - - -	Gwinnett	Prater, Clara Mae - - -	Gwinnett
Malcolm, Clara - - - - -	Tift	Pullen, Effie - - - - -	Early
Martin, Agnes Lee - - -	Carroll	Rankin, Elizabeth - - -	DeKalb
Mathis, Ora Ethel - - -	Floyd	Ray, Samille Love - - -	Wilkes
Mathews, Nora - - - -	Paulding	Rish, Elise - - - - -	Clay
Maynard, Margaret - - -	Miller	Roberts, Helen Elizabeth - -	
McDonald, Sara - - - -	Jackson	- - - - -	Jefferson
May, Agnes S. - - - -	Washington	Roberts, Irene Milton - -	Jasper
McGee, Montine - - - -	Gwinnett	Robertson, Marjorie - -	Effingham
McGahee, Earldine - - -	Warren	Robinson, Willie Maude -	Troup
McKinney, Glynton - - -	Gwinnett	Rogers, Sara Frances - -	Jackson
McRee, Mavis - - - - -	Oconee	Sanford, Lois - - - - -	Crawford
McDaniel, Ollie - - - -	Jefferson	Saville, Laura Agnes - -	Muscogee
Meadown, Nell - - - - -	Carroll	Scott, Nelle - - - - -	Miller
Means, Mary Gibson - - -	Pulaski	Shackelford, Louise - -	Wilcox
Meeks, Lois - - - - -	Carroll	Sims, Clifford - - - - -	Lamar
Milton, Lillian - - - - -	Pierce	Smith, Florine - - - - -	Terrell
Mitchell, Annie - - - -	Rabun	Smith, Lena - - - - -	Oglethorpe
Mitchell, Violet - - - -	Bibb	Smith, Mattie Ree - - - -	Clay
Mitchell, Ruth Claire - -	Bibb	Smith, Nettie Elizabeth, Houston	
Moore, Elizabeth - - - -	Wilkes	Shiflett, Nellie - - - -	Chattooga
Morton, Elizabeth - - -	Stewart	Spratling, Susie Mae - -	Coweta
Myers, Sallie Mae - - - -	Clarke	Stallings, Sara - - - -	Coweta
Neal, Rebecca - - - - -	Harris	Stalworth, Blannie - - -	Laurens
Nelson, Myra - - - - -	Jasper	Stewart, Leilah Louise -	Schley
Newberry, Doris - - - -	Bibb	Stocks, Nannie - - - - -	Lee
Norman, Ruby - - - - -	Wilkes	Storey, Lucia - - - - -	Harris
Northcutt, Sarah Frances, Cobb		Sturdivant, Alma - - - -	Burke
Nussbaum, Lillian Belle - - -		Sturgis, Ethel - - - - -	Glascok

Swilling, Mary Evelyn	-	Clarke	Walters, Inez	- - - - -	Stephens
Taylor, Eva	- - - - -	Lamar	Walter, Louise	- - - - -	Sumter
Taylor, Ruby	- - - - -	Lamar	Wehunt, Lois	- - - - -	Clarke
Templeton, Ruby L.	- - -	Burke	Wells, Edna Frances	- -	Laurens
Thomas, Ruby	- - - -	Franklin	Wells, Mary	- - - - -	Marion
Thomas, Jewell	- - - -	Franklin	Wells, Grace	- - - - -	Oconee
Thompson, Virginia	-	Gwinnett	West, Marion	- - - - -	Hall
Tillman, Eva	- - - - -	Clinch	Whitaker, Marian	- -	Richmond
Toole, Willie	- - - - -	Miller	Whitmire, Hassie Mae	- -	Hall
Touchstone, Marilou	-	Spalding	Wilkins, Helen May	- -	Chatham
Tucker, Annie Lucile	- -	Jones	Wilkins, Mildred	- - -	Madison
Turner, Dorothy	- - - -	Terrell	Williams, Mary	- - - -	Harris
Vaughan, Pearl	- - - -	Wilkes	Williams, Sarah Lee, Meriwether	- - - - -	
Vetter, Maye	- - - - -	Chatham	Wills, Lillian Alice	- - -	Jackson
Vining, Mary A.	- - - - -	Upton	Wilson, Dessa	- - - - -	Newton
Wade, Lillian	- - - -	Muscogee	Wolf, Gladys	- - - - -	Chatham
Walden, Lois	- - - - -	Chatham	Wright, Addie	- - - - -	DeKalb
Walker, Jane	- - - - -	Clarke	Woodward, Faye	- - - - -	Tift
Walker, Maggie Lyle	-	Rockdale	York, Leona	- - - - -	Rabun
Wallace, Annie	- - - -	Houston	Zeagler, Iree	- - - - -	Screven
Wallace, Mary	- - - - -	Harris			

Sophomore

Aderhold, Edna	- - -	Franklin	Forrest, Reina Mae	- -	Sumter
Almon, Nellie	- - -	Meriwether	Fulcher, Ina	- - - - -	Clarke
Bivins, Sara	- - - - -	Jones	Garner, Florine	- - - - -	Hall
Blanchett, Willie Mae	-	Walton	Gleaton, Gladys	- - - -	Worth
Boatner, Sara L.	- - - - -	Clarke	Glisson, Louise	- - - -	Thomas
Bradfield, Avy	- - - - -	Henry	Godwin, Owen H.	- - - -	Cook
Carmichael, Mary E.	- -	Morgan	Harris, Daisy	- - - - -	Terrell
Castlen, Marianne	- - -	Monroe	Hay, Annie Mary	- - - - -	Lee
Chandler, Tullie	- - - -	Oconee	Haygood, Annie Laurie	-	Monroe
Christian, Mary Lucy	- -	Newton	Henderson, Lucile	- - -	Jasper
Cochran, Lucile	- - - - -	Cobb	Hinley, Pearl	- - -	Effingham
Collins, Dessie	- - - - -	Barrow	Jackson, Cleo	- - - - -	Jones
Conaway, Clarice L.	- - - -	Clarke	Jackson, Helen	- - - -	Fulton
Conyers, Ruth	- - - - -	Bartow	Jackson, Lula Grace	- -	DeKalb
Cowan, Grace	- - - - -	Clayton	Johnson, Lois	- - - - -	Madison
Deariso, Louise	- - - - -	Lee	Jones, Laura Emily	- - - -	Jasper
Dickerson, Adel	- - - - -	Sumter	Jordan, Helen	- - - - -	Terrell
Dobbins, Nellie Estelle	-	Catoosa	Kidd, Agnes	- - - - -	Baker
Driskell, Chas. M.	- - -	Clarke	Kinney, B. C.	- - - - -	Lincoln
Eberhardt, Ruth	- - - -	Jackson	King, Mattie	- - - - -	Jefferson
Edwards, Grace	- - - -	McDuffie	Knight, Merle	- - - - -	Early

and brilliancy of tones; freedom. Evolution of expression is the basal text.

Three hours per week, one semester. Junior.

2. Public Speaking.

To some extent, time during this course must be given to methods, in order to prepare the students for teaching. This part of the work will consist in methods for Primary and Grammar grades, and will include lectures, discussions, and practical illustrative exercises. Some of the phases of reading studied are: the relation of reading to other studies in the curriculum; methods of getting good reading; enunciation and pronunciation; phonics; pitch, inflection, modulation, model work; the development lesson; conduct of the reading lesson; emphasis of the importance of good oral reading on the part of the teacher.

Three hours per week, one semester. Senior.

3. Public Speaking.

The work in this course will consist in: Whatever pertains to preparing and delivering one's own speeches. Interpretation of great speeches, to train practical public speakers. A comprehensive study of principles, using masterpieces of oratory, and illustrative matter from current affairs, politics, reforms, advertisement, and any other subjects of interest. Impromptu and prepared speeches. Each student must select a major topic on which he will write several speeches. Each student will be required to prepare and deliver lectures on specified teaching problems or subjects.

Three hours per week, throughout the year. Junior, degree course.

ROMANCE LANGUAGES

1. French.

Open to students who have had a two years' course in French in accredited schools. Required for graduation, if French is selected as the language option. This course consists of a thorough review of grammar and syntax through translation from English into French; dictation; letter writing; reading in or outside of the classroom of about 700 pages of French; conversation.

Three hours per week throughout the year. Junior.

2. French.

Translation from English into French; essays in French; reading of about 1,000 pages standard texts; conversation. Lectures in French. Required, if French is selected.

Three hours per week throughout the year. Senior.

3. French.

Advanced course for students who had French 1 and French 2 or their equivalent. Not required for State Normal School diploma, but required for baccalaureate degree. This course consists of methods and practice of teaching; essays in French; survey of French literature; extensive reading of classics. Lectures in French. This course is given only when at least 10 students apply for it.

1. Spanish.

Open to students who have had a two years' course in Spanish in accredited schools. Required for graduation, if Spanish is selected as the language option. This course consists of a thorough review of grammar and syntax through translation from English into Spanish; letter writing; reading in or outside of the class room of about 700 pages of Spanish; conversation.

Three hours per week throughout the year. Junior.

2. Spanish.

Translation from English into Spanish; essays in Spanish; reading of about 1,000 pages standard texts; conversation. Lectures in Spanish. Required, if Spanish is selected.

Three hours per week throughout the year. Senior.

3. Spanish.

Advanced course for students who had Spanish 1 and Spanish 2 or their equivalent. Not required for State Normal School diploma, but required for baccalaureate degree. This course consists of methods and practice of teaching; essays in Spanish; survey of Spanish literature; extensive reading of classics. Lectures in Spanish. This course is given only when at least 10 students apply for it.

Beginners' Course in French and Spanish

Preparatory beginners' courses in both French and Spanish will be offered if at least 10 students apply for them. Students who entered the State Normal School in the fall of 1921 and took either French or Spanish will be allowed to graduate under the old requirements in modern languages.

SCIENCE

1. Physics.

This course deals with a study of matter and force and the relation of these to life and progress. The students are trained to get acquainted with the forms and forces around them and they also

learn to make simple devices to use in the schools where no apparatus can be bought. Laboratory work is required.

Three hours per week throughout the year. Freshman.

2. Biology.

The plan in this course is to study typical plants and animals, leading up to a more detailed study of human physiology, anatomy and hygiene. This includes the study of protoplasm, metabolism, growth, reproduction, heredity and evolution. Instruction is given in the use of a microscope, the preservation of specimens and the making of collections. The living organisms are studied when possible; otherwise preserved specimens, models, microscopic sections, the stereopticon will be used.

Three hours per week throughout the year. Freshman.

3. Chemistry.

Elements and inorganic compounds are studied. These subjects are taken up with the connection they bear to comfort and civilization. The relation of chemistry to the saving of many by-products of the home and farm will be considered. Laboratory work will be required.

Three periods per week throughout the year. Sophomore.

4. Botany.

In this course the structure, functions, classes and uses of plants will be studied.

Three hours per week throughout the year. Junior, Degree course.

5. Organic Chemistry.

This course will embrace a study of the compounds, relations, uses, and properties of carbon, and will include laboratory work. Three hours per week throughout the year. Junior, Degree course.

6. Physics.

This course treats of life and civilization as aided by force and energy, studied in connection with mechanics, heat, sound, light, magnetism, electricity, principles and applications of devices using energy. Laboratory work will be required.

Three hours per week throughout the year. Junior, Degree course.

7. Zoology.

This is a study of functions, habitat, relations, comparisons of animal life.

Three hours per week throughout the year. Senior, Degree course.

8. Household Chemistry.

This course embraces a study of composition, uses, sources, properties, and economics of compounds relating to life in the home.

Three hours per week throughout the year. Senior, Degree course.

9. Physics.

This course will be a continuation of Physics 6. Special emphasis will be placed on the principles and applications of devices using energy. Laboratory work will be required.

Three hours per week throughout the year. Senior, Degree course.

CARNEGIE LIBRARY

This building, as indicated by its name, was the gift of Mr. Andrew Carnegie. It is well equipped with Library Bureau furniture and contains about ten thousand volumes with something like three thousand pamphlets. The faculty and registered students of the school have free access to the library and may draw books for home reading. To the general public it is for reference only.

The Reading Room is of infinite value to the students both for general reading and reference work. The following magazines are on file: American Cookery, American Journal of Education, American Magazine, American School Board Journal, Atlantic Monthly, Bookman, Century, Country Life, Current History, New York Times, Current Opinion, Delineator, Education, Educational Review, Elementary School Journal, Good Housekeeping, Independent, Industrial Arts Magazine, Journal of Education, Journal of Home Economics, Journal of Psychology, Kindergarten and First Grade, Ladies' Home Journal, Literary Digest, Manual Training Magazine, Missionary Review, Musical America, Nation, National Geographic, Nature Study Review, New Republic, North American Review, Normal Instructor, Outlook, Playground, Progressive Farmer, Readers' Guide to Periodical Literature, Review of Reviews, Saturday Evening Post, School Arts Magazine, School Century, School and Home Education, School and Society, School Review, Survey, Teachers' College Record, Textile World, Travel, Woman's Home Companion, Worlds' Work, Yale Review, Harper's Monthly, Mentor, Hibbert's Journal, American City, Woman Citizen. These magazines are bound at the end of each school year and prove a most valuable aid in the Reference Department.

The library is open daily (except Sunday) from 8:45 A. M. until 5:30 P. M., closing for the dinner hour. Books other than "Re-

serves" may be borrowed from the library for two weeks. Reserved books are issued overnight only.

It is the main purpose of the library to both create and stimulate a taste for good literature as well as serve the various departments in their reference work. It is our ambition to give every student of every department a working knowledge of the institution and thereby double its value to the student body.

CORRESPONDENCE COURSES

Teaching by mail is becoming more popular every day, and the facilities have now been so perfected that there is no method of study which equals that of the correspondence plan for giving depth of scholarship and accurate knowledge of the subject studied. The State Normal School has so arranged its courses of study that all correspondence students will secure full credit for the work which they do at home should they decide eventually to attend the Normal School at Athens.

These courses are prepared by the heads of departments who are specialists in these branches. Directions as to text-books and lessons, and lists of review questions, will be sent to the student. When the student writes out the answers to these questions and sends in her papers these will be corrected and graded and again returned to the student. Credit will be entered upon the records of the State Normal School for the work done, and this credit will help the student, who can come to the school later and take resident work, to obtain the diploma offered by this institution.

The charges for the courses are as follows:

Common School Review Courses	General Cultural Courses
Arithmetic _ _ _ _ _ \$5.00	Algebra _ _ _ _ _ \$6.00
Grammar _ _ _ _ _ 5.00	Geometry _ _ _ _ _ 6.00
History, American _ _ _ _ 5.00	Latin _ _ _ _ _ 6.00
Physiology _ _ _ _ _ 5.00	Rhetoric _ _ _ _ _ 6.00
Geography _ _ _ _ _ 5.00	Literature _ _ _ _ _ 6.00
Agriculture _ _ _ _ _ 5.00	Civil Government _ _ _ _ 6.00
Reading _ _ _ _ _ 5.00	
Spelling _ _ _ _ _ 5.00	

General Pedagogical Course

Dutton's "School Management," and Georgia School Law---\$5.00

For full particulars in regard to any of these courses of study, address the President, State Normal School, Athens, Georgia.

LECTURE COURSE

The school maintains a Lyceum Course which is free to all the students of the school and in which are engaged the best platform performers we can procure. In addition to this, a series of lectures by prominent men and women in the state, who have accomplished things in the special line of work in which each is interested, is kept up throughout the year.

Moreover, Athens affords the school wonderful opportunity of seeing and hearing those who have attained distinction along many lines of endeavor. The school, in fact, is at times embarrassed with the richness of its opportunities of this kind. From time to time such men as Dr. Campbell Morgan, Mr. George Foster Peabody and others of national reputation speak in the auditorium. But they are invaluable aids in giving finishing touches to the education which the school is striving to impart to its student body.

MOTION PICTURES

Motion pictures are frequently used by the various teachers to supplement their class-room instruction. This method of teaching has proven to be both interesting and instructive.

The moving picture machine is also used by lecturers who visit the school and at such times when the students are not otherwise engaged some of the best popular films are shown.

STUDENT ORGANIZATIONS

1. The Young Women's Christian Association.

The Young Women's Christian Association, through its social life, Bible study, mission study, church attendance and intercollegiate relationships, seeks to promote the spirit of Christian thinking and Christian living among students and to train them for Christian work.

The Social Work consists in aiding new students to harmonious adjustment to the school life and its activities.

The Course in Mission study is carefully planned and the text books used are the newest and best, treating both home and foreign mission problems.

Intercollegiate relationships have been established by delegations to the Georgia Student Volunteer Union, the Southern Conference of the Young Women's Christian Association, by visits of traveling student secretaries, delegates to the National Student Volunteer Convention, Cabinet training councils, and by the interchange of reports and methods with other associations.

Church attendance is emphasized in order that the students may derive all the spiritual benefits possible from the excellent church facilities of Athens.

2. Bible Study.

The purpose of this course is to give such a general knowledge of the Bible as will furnish to the students a background for future work in detail.

The lessons are arranged for systematic daily readings through the Bible, beginning with Genesis. Weekly reviews are held on these readings, bringing out such points about the great Book as every person ought to know.

The aim of the teachers in presenting these lessons is to bring the students into loving acquaintance with God's Word. This course covers four years.

The First Year's Course embraces the Law and History of the Hebrew Nation as found in the Bible from Genesis to Esther inclusive.

The Second Year's course is a study of the Poetry and Prophecy of the Bible, beginning with the book of Job and extending through the Old Testament.

The Third Year's course is the Life of Christ, or the historical study of the four Gospels. These lessons are so arranged as to bring together the corresponding parts of the four Gospels for comparison. There is no attempt made to study these parts critically, but simply to present the facts as given by the four writers.

The Fourth Year's course is a study of the Acts of the Apostles, of the Epistles, and of Revelation.

This course is entirely optional, but all students are encouraged to join one of these classes, and due recognition is given their work in the permanent records of the school.

The Bible classes are taught by members of the Faculty.

The State Normal School won second honor in this work in the United States at the Panama Exposition Young Women's Christian Association National Contest in 1915.

There has been an interest in the memorizing of Scripture prescribed by Helen Gould Shepherd, for which she presents a Student's Bible. The school has won 246 of these Bibles.

Students are urged to keep in their respective classes in Bible work as in other studies.

The State Normal School won first honor in the United States on the Student Association Honor Roll at the Panama Exposition for the largest average in production to total enrollment in Mission Study and Social Welfare classes in 1915. The School won second honor places in the two subjects that follow: volunteer Bible Study classes and attendance on religious services.

3. Woman's Christian Temperance Union.

In conjunction with the Young Woman's Christian Association work of the school, there is an organized Woman's Christian Temperance Union which holds regular meetings once per month and endeavors to further the study and interest in the Temperance Cause.

4. Altioria Literary Society.

At one time there was only one society in the State Normal School. On account of the overwhelming number of members it was advised that two societies be formed. In 1905 the two literary societies, under their new names, Mildred Rutherford and Altioria, began their work anew. Professor Earnest gave us our name "Altioria," meaning higher and better. Since the date of our birth, under the aim and excellent prevailing spirit of our motto, "Excelsior," we have been growing each year, striving for the supernal and superior things in our school life. The aim of the Altioria Society is the advancement of scholarship by enjoying together the best to be found in literature and the development of "Ideal Womanhood" through faithfulness and usefulness to our school and to our fellows.

5. The Mildred Rutherford Literary Society.

The aim of this society is to develop the literary phase of the student life through the creation of an interest in and appreciation for literature, music and art. The betterment of the social life of the school is the result of the activities of this organization and it is in this connection that some of the closest friendships are formed which exist not only while in attendance here but the influence of which will be felt far into the future.

An example of the highest type of womanhood is set before the girls in the sponsor of the organization, Miss Mildred Rutherford, whose fine and noble character and the ideals for which she stands are ever a beacons light to those who know her.

6. L'Alliance Francaise.

One of the distinctive features of the French course is the opportunity of the students to affiliate with the L'Alliance Francaise, an organization composed of those familiar with and interested in the French language both in this school and the other educational institutions of the city. Meetings are held once a month, at which time prominent French scholars address the organization on some topic of general interest. This organization has been a means of creating a greater interest in and a wider knowledge for the French language.

The Honorary President of the L'Alliance Francaise (Athens group) is Chancellor D. C. Barrow of the University, and the President, Professor J. Lustrat, head of the department of Romance Languages at the University and at the Normal School.

7. Glee Club.

The purpose of this organization is recreative choral work as well as to afford an opportunity for the study of classical compositions. Membership is open to any member of the student body. The organization gives two concerts annually and assists at other functions of the school.

8. County Clubs.

Nearly every county in Georgia is represented at the State Normal. Many of these counties have enough students to organize and there are more than twenty county clubs. There are a number of benefits to be derived from these clubs. Among the most important are—a definite way to study home county and home conditions; a united band to aid in the development of county affairs; a splendid way for those from home to get together; a medium to interest other students in the school; a source of great pleasure and leisure. These clubs are doing splendid, constructive work. More counties are to be organized and it is the aim of all of them to keep up the supply of members from year to year and to be of real SERVICE to the people at home.

9. The Round Table.

The Round Table is a gathering of all students who desire to attend at a regular meeting every Saturday night just when supper is over. The organization is nine years old and its aim is to furnish wholesome recreation and to develop a love for and a power to tell the best stories to be found in our literature. Current topics are discussed, songs rendered and some pleasing story told and commented on. This organization started with but six members at its inception, and now has increased in size until there is no room on the school campus that will hold the attendance without crowding.

10. Athletic Association.

The Athletic Association is an organization of the students to promote and encourage outdoor sports and athletics and is under the direct supervision of the Department of Physical Education.

The Association has a well-equipped athletic field, with courts for tennis, basketball, volley ball and other games. Field Days and various athletic contests stimulate interest in outdoor activities and provide sane, wholesome recreation.

11. Alumni-ae Association.

The Alumni-ae Association of the State Normal School is an organization concerned with the welfare of the school and its alumni-ae, and with the professional advancement of education. It is the channel through which the school and its alumni-ae can be of mutual help to each other. Its purpose is to provide a scholarship fund, to promote loyalty to the school, and to disseminate the ideals for which the school stands.

All graduates of the school are active members of the Association and all persons, who have at any time been students of the school, are associate members.

The officers of the Association are as follows: President, Kate E. Hicks; Secretary, Iris Callaway; Treasurer, Mrs. H. C. Doolittle.

12. Normal Light.

The Normal Light is the student paper. It is issued in newspaper style. It is printed twice a month. All general school news; society dots; editorials; literary society pages; Y. W. C. A. notes and jokes form the basis of its development. The editors are elected from the student body. They do all the writing for the paper under the supervision of a faculty member.

13. Crystal.

The Crystal is the Senior Annual. Every Senior class publishes a Crystal. The book appears at the end of the year. It is a memory book in printed form. The editors are elected from the Senior class.

STATISTICS FOR 1922-23

Registered students to date (Feb. 2, 1923), 624; students registered during Summer School, 501; pupils in Muscogee Elementary School and Country School, 272; students registered for Correspondence Courses, 60; total, 1,457.

Teachers and officers, 48. Counties represented by students, 118. Students holding diplomas from other schools, 372; students holding first grade license, 63; second grade license, 36; student having experience in teaching, 76. Fifty per cent of all our students are the sons and daughters of farmers.

Total registration since the foundation of the school, 14,957, more than 90 per cent of whom have since taught in our common schools. Total graduates to June, 1922, 1,930. Graduating class this year, 196.

Buildings: Academic buildings, 4; Dormitory buildings, 4; Dining Hall and Senior Hall building, 1; Rural School, 1; Carnegie Library, 1; Infirmary, 1; Practice Home, 1; Dairy barn, 1; Stock barn, 1; total, 15.

ROLL OF STUDENTS, 1922-23

Senior

Adams, Katherine - - - -	Bibb	Cole, Cleo - - -	Meriwether
Alexander, Bessie - - - -	Banks	Collier, Priscilla - - - -	Pike
Almon, Lurline - -	Meriwether	Collins, Isabella - - - -	Cobb
Arnold, Julia - - - -	Clarke	Colvin, Katherine - - - -	Fulton
Arnold, Katherine - -	Oglethorpe	Comer, Ruth - - - -	Sumter
Athon, Virginia - - - -	Oconee	Cook, Fanny May - - - -	Fulton
Bagwell, Lillian - -	Stephens	Cook, Madge - - - -	Bleckley
Bailey, Flora Frances -	Clarke	Corley, Lucy B. - - - -	Early
Banks, Gertrude - -	Stephens	Cory, Gladys M. - - - -	Chatham
Banks, Mae - - - -	Monroe	Couch, Marguerite - - -	Talbot
Barr, Florence - - -	Spalding	Cubbedge, Regina - -	Chatham
Barrow, Wilma - - - -	Taylor	Daniel, Norine - - - -	Heard
Beach, Virginia - - - -	Glynn	Davis, Burch - - - -	Effingham
Beers, Maidee - - - -	Harris	Deason, Irene - - - -	Lincoln
Berry, Lucile - - - -	Lamar	Deason, Tommie - - - -	Lincoln
Berry, Mae - - - -	Fulton	Dobson, Ruby - - - -	Gordon
Bexley, Viola - - - -	Coweta	Doster, Inez - - - -	Chattooga
Bleckley, Eula - - - -	Rabun	Dougherty, Margaret -	Wilcox
Boling, Pauline - -	Habersham	Echols, Katie Sue, Manatee, Fla.	
Bonner, Mattie Lou - -	Lincoln	Edwards, Alline - - - -	Evans
Boynton, Ruth - - -	Dougherty	Edwards, Lema - - - -	Monroe
Bradford, Mary L. - -	Oglethorpe	Edwards, Lucile - - - -	Evans
Bray, Willie Joe - - -	Madison	Edwards, Zema - - - -	Clarke
Brown, Annie - - -	Randolph	Elrod, Jeanette - - - -	Bartow
Brown, Ethel - - -	Randolph	Embry, Freida - - - -	DeKalb
Brown, Quilla - - - -	Madison	Entrekin, Lois - - - -	Haralson
Bryan, Susan - - - -	Elbert	Faver, Irene - - - -	Wilkes
Burch, Emily - - - -	Laurens	Ferguson, Belle - - -	Randolph
Burks, Emma - - - -	Spalding	Flint, Julia - - - -	DeKalb
Burroughs, Cecil - - -	Chatham	Fowler, Betty - - - -	Clarke
Camp, Johnnie Frank, Whitfield		Fullilove, Carolyn - - -	Oconee
Cargill, Frances - - -	Chatham	Futrelle, Grace - - -	Spalding
Carleton, Agnes - - -	Camden	Garrett, Bobbie - - -	Hancock
Carson, Mabel - - - -	Jackson	Goolsby, Leona - - - -	Jones
Carter, Marjorie - - -	Madison	Graham, Ethel - - -	Montgomery
Cason, Mary - - - -	Richmond	Griffin, Mabel - - - -	Henry
Center, Gladys - - - -	Clarke	Griffin, Mrs. Ellen P. - -	Fulton
Chambers, Arbene - - -	Taylor	Hall, Mary - - - -	Richmond
Chapman, Mattie Mae - -	Floyd	Harper, Elizabeth - - -	Monroe
Charlton, Lucile - - -	Chatham	Hargett, Lucy - - - -	Harris
Christian, Evelyn - - -	Elbert	Harper, Mary - - - -	Monroe
Coachman, Ruth - - -	Seminole	Harris, Mr. F. L. - - -	Catoosa

Harris, Katie - - - -	Jefferson	Miller, Clara - - - -	Meriwether
Harris, Laura - - - -	Wilkes	Mitchell, Maude - - - -	Rabun
Harrison, Verelle - -	Chatham	Monfort, Elizabeth - -	Greene
Harvey, Josephine - - -	Sumter	Mongold, Pauline - - -	Rabun
Head, Ruth - - - -	Jackson	Moore, Mildred - - - -	Upson
Henderson, Mattie Kate, Newton		Palmer, Louise - - - -	Mitchell
Herman, Ruth - - - -	Terrell	Palmer, Lucy - - - -	Mitchell
Hewell, Louise - - - -	Wilkes	Park, Rubie - - - -	Pike
Hillis, Alice George - -	Chatham	Parker, Alma - - - -	Appling
Hindsman, Magdalene - - -		Parker, Norma - - - -	Chatham
- - - - -	Meriwether	Patterson, Eleanor - -	Jefferson
Holliday, Martha - - - -	Clarke	Patterson, Pansy - - - -	Crisp
Hope, Mary Elizabeth -	DeKalb	Peed, Eloise - - - -	Taylor
Howard, Esel - - - -	Long	Pentecost, Mary - - -	Gwinnett
Howard, Nettie Lou	Sumter	Perry, Minnie - - - -	Sumter
Hubert, Blanche - - - -	Clarke	Philips, Estelle - - - -	Troup
Hughes, Mildred - - - -	Clarke	Pool, Lila - - - -	Barrow
Humphreys, Orleans - -	Pulaski	Prickett, Reba - - - -	Clark
Jenkins, Louise - -	Merriwether	Puckett, Grace - - - -	Stephens
Johnston, Susie - - - -	Stewart	Reid, Eunice - - - -	Upson
Jones, Berta - - - -	Randolph	Ritchie, Lucille - - - -	Jackson
Kay, Emma -	Anderson, S. C.	Rivers, Lillie - - - -	Fayette
Kelley, Lillie Mae - - - -	Upson	Robbins, Edith - - - -	Chattooga
Kelley, Mary - - - -	Gwinnett	Roberts, Euzela - - - -	Terrell
Kemp, Grace - - - -	Berrien	Robertson, Lollie Belle -	Greene
Kendrick, Christine -	Taliaferro	Robinson, Arnette - - -	Walton
Kicklighter, Lola Dai -	Tattnall	Robinson, Rubye - - -	Randolph
Knight, Lonnie - - - -	Randolph	Robinson, Martha - - -	Walton
Lancaster, Kittie - - -	Putnam	Russell, Lizzie I. - - -	Monroe
Laurence, Julia - - - -	Chatham	Sammons, Florence -	Gwinnett
Lee, Lizzie - - - -	Meriwether	Senn, Flora Delle - - -	Terrell
Looper, Alethea - - -	Whitfield	Shadburn, Chista - - -	Gwinnett
McAuley, Helen - - - -	Taylor	Shadburn, Selma - - -	Gwinnett
McCollum, Emily - - - -	DeKalb	Skinner, Annie Laura - -	Fulton
McCook, Sara - - - -	Bibb	Slade, Eva Orr - - -	Washington
McDonald, Claudia - - -	Pulaski	Smith, Lillie Mae - - -	Gwinnett
McElroy, Mary Belle - -	Fayette	Smith, Lucile - - -	Oglethorpe
McGee, Myrtis - - - -	Crawford	Smith, Mildred - - - -	Clarke
Malcolm, Sara - - - -	Morgan	Smith, Rosa Lee - - - -	Madison
Marshall, Zola - - - -	Clarke	Smith, Thyra - - - -	Jones
Martin, Mildred - - -	Randolph	Standard, Elizabeth - - -	Wilkes
Martin, Ross - - - -	Randolph	Stephens, Harriet - - -	Glynn
Meadows, Eudine - - -	Toombs	Stowe, Bertie Lee - - -	Stephens
Means, Willie - - - -	Pike	Strickland, Mildred - - -	Pike
Means, Annylu - - - -	Richmond	Sutton, Louise - - - -	Mourne

Taylor, Alice Mae	- - - Muscogee	Wallace, Florrie	- - - Spalding
Taylor, Nell	- - - - - Richmond	Wallis, Texar	- - - - - Forsyth
Taylor, Sallie	- - - - - Spalding	Walters, Lucile	- - - Stephens
Thomason, Kitty	- - - - - Butts	Ward, Marguerite	- - - Randolph
Thompson, Mary	- - - Chattooga	Wheeler, Edith	- - - Chattooga
Thurmond, Lucy	- - - Jackson	White, Fannie Sue	- - - Schley
Tippins, Glennie	- - - Evans	Williams, Elizabeth	- - - Bibb
Turner, Annie	- - - - - Terrell	Williams, Ethel	- - - Rabun
Vandiver, Annie	- - - - - Floyd	Williams, Mildred	- - - Clarke
Vardaman, Marie	- - - Harris	Wilson, Annie D.	- - - Houston
Vaughn, Nellie	- - - Coweta	Wilson, Maude	- - - Houston
Waits, Gertrude	- - - Jasper	Zuber, Marianna	- - - Oconee
Walker, Mattie	- - - Randolph		

Junior

Abercrombie, Ethel	- - - Monroe	Braswell, LaRhue	- Meriwether
Adams, Fanibel	- - - Newton	Breedlove, Louise	- - - Coffee
Anderson, Sadie Mae	- - - Jasper	Brewton, Ida	- - - - - Evans
Artan, Dolores	- - - Glynn	Bridges, Birdie	- - - Twiggs
Bailey, Annie G.	- - - Clarke	Bridges, Bruna	- - - - - Twiggs
Bailey, Marilu	- - - Sumter	Bridges, Lucy	- - - - - Terrell
Baker, Alice	- - - - - Fulton	Brown, Callie S.	- - - Washington
Baker, Julia	- - - - - Madison	Brown, Edith	- - - - - Pulaski
Baldwin, Myrtle	- - - - - Sumter	Brown, Jessie	- - - Washington
Barnett, LaBassare	- - - Madison	Brunson, Dorothy	- - - Houston
Barnwell, Edna Lillie	- - - Hall	Burnett, Mamie E.	- - - Sumter
Barnwell, Martha	- - - Hall	Burroughs, Lucile	- - - Madison
Barrett, Lerlin	- - - Madison	Burt, Ada Mott	- - - Sumter
Bell, Cleo	- - - - - Clarke	Cain, Otis	- - - - - Gwinnett
Bell, Jewell	- - - - - Clarke	Calhoun, Juanita	- - - - - Crisp
Bennett, Chloe	- - - - - Clarke	Calhoun, Nina	- - - - - Crisp
Benton, Frances S.	- Meriwether	Carey, Ruth	- - - - - Hall
Bittick, Estelle	- - - - - Bibb	Carroll, Grace Olivia	- - - - -
Blackshear, Ethel	- - - Calhoun	- - - - -	- - - - - Washington
Bland, Olin	- - - - - Toombs	Cartledge, Sarah	- - - - - Lincoln
Bloodworth, Lillie	- - - Bibb	Chapman, Willie Maude	- Screven
Boleman, Lottie Belle	- - -	Chastain, Lila A.	- - - Thomas
- - - - -	- - - Anderson, S. C.	Cheney, Beth	- - - - - Randolph
Bolling, Naomi	- - - Chattooga	Clark, Ruth	- - - - - Muscogee
Bowen, Ruth	- - - - - Milton	Clay, Margaret	- - - - - Chatham
Boykin, Elizabeth	- - - Carroll	Collins, Dorothy	- - - - - Schley
Brackett, Pauline	- - - Clarke	Collins, Lillie	- - - - - Grady
Brady, Cora	- - - - - Stephens	Colvin, Sara Elizabeth	- - - Henry
Braselton, Thelma	- - - Jackson	Combs, Gladys	- - - - - Henry

Conley, Ethel - - - -	Tattnall	Guest, Ruby Ethel - - -	Sumter
Conyers, Fannie Lila - -	Bartow	Gunter, Lucy - - - -	Wilkes
Copeland, Edith - - - -	Thomas	Hale, Ruth - - - -	Clarke
Cooper, Sara - - - -	Taylor	Hamrick, May Belle - -	Pickens
Coulter, Marjorie - -	Muscogee	Hancock, Ethel C. - - -	Clarke
Cross, Florence - - -	Dougherty	Hardeman, Mildred - -	Clarke
Cubbedge, Victoria - -	Chatham	Harris, Lena May - - -	Catoosa
Culbrith, Inez - - - -	Calhoun	Harris, Daisy S. - - - -	Terrell
Daniel, Mary - - - -	Heard	Harvey, Jimmie - - - -	Sumter
Davis, Bessie Mae - - -	Brooks	Hays, Helen - - - -	Lee
Davis, Birdie - - - -	Terrell	Hawes, Ava - - - -	Lincoln
Davis, Vera Mae - - - -	Gilmer	Hay, Olivia Louise - - -	Lee
Dicks, Thelma L. - - -	Richmond	Helfrich, Ruth - - - -	Chatham
Digby, Mary - - - -	Pike	Hembree, Ozella - - - -	Cobb
Dillard, Frances - - - -	Wilkes	Hemrick, Era - - - -	Oconee
Dillard, Mildred - - -	Oglethorpe	Hester, Wyoline - - - -	Douglas
Dixon, Bernice - - - -	Terrell	Hicks, Annie M. - - - -	Taylor
Dolvin, Margaret - - -	Walton	Hill, Bernice - - - -	Banks
Duggan, Georgia - - - -	Pulaski	Hill, LaTrelle - - - -	Jackson
Dumas, Ruth - - - -	Taylor	Hind, Esther - - - -	Dougherty
Duncan, Bess E. - - - -	Oglethorpe	Hind, Minnie - - - -	Dougherty
Edwards, Lillian - - -	Clarke	Hipp, Bertha - - - -	Gilmer
Ethridge, Adele - - - -	Sumter	Hirsch, Josephine - - -	Chatham
Ethridge, Clara - - - -	Sumter	Holliday, Edith - - - -	Jackson
Faircloth, Montine - -	Mitchell	Hooten, Eleanor - - -	Meriwether
Fannin, Annie Sue - - -	McDuffie	Howard, Mary Alice - -	Houston
Farmer, Sara - - - -	Jefferson	Hudgins, Dorothy, Panola, Miss.	
Frazier, Anne - - - -	Jefferson	Hughes, Roxane - - -	Tattnall
Frederick, Rosa - - - -	Franklin	Hunter, Lucy Lowe - -	Oglethorpe
Fuller, Minnie L. - - -	Coweta	Hutchins, Myrtice - - -	Clarke
Garrett, Jewell - - - -	Walton	Ingram, Eugenia - - - -	Carroll
Gaylord, Alberta - - - -		Johnson, Bernice - - - -	Sumter
- - - - - Brunswick, N. C.		Johnson, Carrie - - -	Meriwether
George, Elizabeth - - -	Fulton	Johnson, Elsa Anne - -	Clarke
George, Marion - - - -	Morgan	Joiner, Frances Margaret - -	
Gibbs, Elizabeth - - - -	Tift	- - - - - Laurens	
Gibson, Florence - - - -	Troup	Jones, Lorena - - - -	Morgan
Gill, Margaret - - - -	Bibb	Jones, Lucie V. - - - -	Laurens
Gnann, Rebecca - - - -	Effingham	Jones, Maude - - - -	Walton
Green, Elizabeth - - - -	Chatham	Jordan, Elizabeth - - -	Jasper
Gregors, Alma Ruth - -	Mitchell	Jordan, Louise - - - -	Wilkes
Gresham, Jessie - - - -	Walton	Jordan, Lucile - - - -	Washington
Griner, Louise - - - -	Mitchell	Jordan, Nora - - - -	Stephens
Godwin, Ila - - - -	Meriwether	Keese, Catherine - - -	Randolph
Griffeth, Gladys - - - -	Oconee	Keese, Mary Lou - - - -	Barrow

Keiser, Martha	Bibb		Chatham
Kelley, Gracie Lee	Upson	O'Kelley, Lillian	Clarke
Kelley, Louise	Gwinnett	Gakes, Gladys	Gwinnett
Kerlin, Myra Lee	Clarke	Orr, Agnes	Washington
Kicklighter, Joe	Tattnall	Orr, Evelyn	Coweta
Kicklighter, Lothare	Tattnall	Overby, Clara	Stewart
King, Syvie	Webster	Padgett, Frances	Tattnall
Kinney, J. P.	Lincoln	Paris, Kate	Rabun
Kitchens, Christine	Terrell	Parson, Lucy Grace	Banks
Lane, Beulah	Evans	Patterson, Mae	Banks
Lanneau, Gracie W.	Chatham	Peavy, Hazel	Dooley
Lewis, Laura Eual	Lincoln	Pennington, Gussie	Jefferson
Lindsey, Ruth	Walton	Pickett, Flora C.	Coweta
Littlejohn, Annie B.	Walker	Pickett, Violet	Tift
Lovett, Etta Louise, Meriwether		Pittman, Agnes	Bibb
Lumpkin, Sara	Oglethorpe	Powell, Belle	Mitchell
Maddox, Ermine	Gwinnett	Prater, Clara Mae	Gwinnett
Malcolm, Clara	Tift	Pullen, Effie	Early
Martin, Agnes Lee	Carroll	Rankin, Elizabeth	DeKalb
Mathis, Ora Ethel	Floyd	Ray, Samille Love	Wilkes
Mathews, Nora	Paulding	Rish, Elise	Clay
Maynard, Margaret	Miller	Roberts, Helen Elizabeth	
McDonald, Sara	Jackson		Jefferson
May, Agnes S.	Washington	Roberts, Irene Milton	Jasper
McGee, Montine	Gwinnett	Robertson, Marjorie	Effingham
McGahee, Earldine	Warren	Robinson, Willie Maude	Troup
McKinney, Glynton	Gwinnett	Rogers, Sara Frances	Jackson
McRee, Mavis	Oconee	Sanford, Lois	Crawford
McDaniel, Ollie	Jefferson	Saville, Laura Agnes	Muscogee
Meadown, Nell	Carroll	Scott, Nelle	Miller
Means, Mary Gibson	Pulaski	Shackelford, Louise	Wilcox
Meeks, Lois	Carroll	Sims, Clifford	Lamar
Milton, Lillian	Pierce	Smith, Florine	Terrell
Mitchell, Annie	Rabun	Smith, Lena	Oglethorpe
Mitchell, Violet	Bibb	Smith, Mattie Ree	Clay
Mitchell, Ruth Claire	Bibb	Smith, Nettie Elizabeth, Houston	
Moore, Elizabeth	Wilkes	Shiflett, Nellie	Chattooga
Morton, Elizabeth	Stewart	Spratling, Susie Mae	Coweta
Myers, Sallie Mae	Clarke	Stallings, Sara	Coweta
Neal, Rebecca	Harris	Stalworth, Blannie	Laurens
Nelson, Myra	Jasper	Stewart, Leilah Louise	Schley
Newberry, Doris	Bibb	Stocks, Nannie	Lee
Norman, Ruby	Wilkes	Storey, Lucia	Harris
Northcutt, Sarah Frances, Cobb		Sturdivant, Alma	Burke
Nussbaum, Lillian Belle		Sturgis, Ethel	Glascock

Swilling, Mary Evelyn	-	Clarke	Walters, Inez	- - - - -	Stephens
Taylor, Eva	- - - - -	Lamar	Walter, Louise	- - - - -	Sumter
Taylor, Ruby	- - - - -	Lamar	Wehunt, Lois	- - - - -	Clarke
Templeton, Ruby L.	- - -	Burke	Wells, Edna Frances	- -	Laurens
Thomas, Ruby	- - - -	Franklin	Wells, Mary	- - - - -	Marion
Thomas, Jewell	- - - -	Franklin	Wells, Grace	- - - - -	Oconee
Thompson, Virginia	-	Gwinnett	West, Marion	- - - - -	Hall
Tillman, Eva	- - - - -	Clinch	Whitaker, Marian	- -	Richmond
Toole, Willie	- - - - -	Miller	Whitmire, Hassie Mae	- -	Hall
Touchstone, Marilou	-	Spalding	Wilkins, Helen May	- -	Chatham
Tucker, Annie Lucile	- -	Jones	Wilkins, Mildred	- - -	Madison
Turner, Dorothy	- - - -	Terrell	Williams, Mary	- - - -	Harris
Vaughan, Pearl	- - - -	Wilkes	Williams, Sarah Lee, Meriwether		
Vetter, Maye	- - - - -	Chatham	Wills, Lillian Alice	- - -	Jackson
Vining, Mary A.	- - - - -	Upson	Wilson, Dessa	- - - - -	Newton
Wade, Lillian	- - - -	Muscogee	Wolf, Gladys	- - - - -	Chatham
Walden, Lois	- - - - -	Chatham	Wright, Addie	- - - - -	DeKalb
Walker, Jane	- - - - -	Clarke	Woodward, Faye	- - - - -	Tift
Walker, Maggie Lyle	-	Rockdale	York, Leona	- - - - -	Rabun
Wallace, Annie	- - - -	Houston	Zeagler, Iree	- - - - -	Screven
Wallace, Mary	- - - - -	Harris			

Sophomore

Aderhold, Edna	- - -	Franklin	Forrest, Reina Mae	- -	Sumter
Almon, Nellie	- - -	Meriwether	Fulcher, Ina	- - - - -	Clarke
Bivins, Sara	- - - - -	Jones	Garner, Florine	- - - - -	Hall
Blanchett, Willie Mae	-	Walton	Gleaton, Gladys	- - - -	Worth
Boatner, Sara L.	- - - - -	Clarke	Glisson, Louise	- - - -	Thomas
Bradfield, Avy	- - - - -	Henry	Godwin, Owen H.	- - - -	Cook
Carmichael, Mary E.	- -	Morgan	Harris, Daisy	- - - - -	Terrell
Castlen, Marianne	- - -	Monroe	Hay, Annie Mary	- - - - -	Lee
Chandler, Tullie	- - - -	Oconee	Haygood, Annie Laurie	-	Monroe
Christian, Mary Lucy	- -	Newton	Henderson, Lucile	- - -	Jasper
Cochran, Lucile	- - - - -	Cobb	Hinley, Pearl	- - -	Effingham
Collins, Dessie	- - - - -	Barrow	Jackson, Cleo	- - - - -	Jones
Conaway, Clarice L.	- - - -	Clarke	Jackson, Helen	- - - -	Fulton
Conyers, Ruth	- - - - -	Bartow	Jackson, Lula Grace	- -	DeKalb
Cowan, Grace	- - - - -	Clayton	Johnson, Lois	- - - - -	Madison
Deariso, Louise	- - - - -	Lee	Jones, Laura Emily	- - -	Jasper
Dickerson, Adel	- - - - -	Sumter	Jordan, Helen	- - - - -	Terrell
Dobbins, Nellie Estelle	-	Catoosa	Kidd, Agnes	- - - - -	Baker
Driskell, Chas. M.	- - -	Clarke	Kinney, B. C.	- - - - -	Lincoln
Eberhardt, Ruth	- - - -	Jackson	King, Mattie	- - - - -	Jefferson
Edwards, Grace	- - - -	McDuffie	Knight, Merle	- - - - -	Early

Lanier, Ruth - - - - DeKalb	Russell, Willie Mae - - Monroe
Lanier, Thelma - - - - Screven	Scales, Mary - - - - Banks
Latham, Helen - - - - Fulton	Shell, Flossie Mae - - Campbell
Lay, Mariette - - - - Oconee	Sherman, Mary - - - - Terrell
Lindsey, Flossie Mae - Randolph	Shockley, Edna - - - - Morgan
McElwaney, Louna - - - Coweta	Sims, Louise - - - - Oglethorpe
Mansfield, Nellie - - - Wilkes	Smith, Harriet Grace - Rabun
Maples, Rebecca - - - Mitchell	Smith, Katie - - - - Wayne
Matheny, Agnes E. - - Muscogee	Smith, Sara Louise - - Wilkes
Mathews, Elizabeth - - Laurens	Thompson, Annalea - Chattooga
Means, Ruby Lucile - - Monroe	Thompson, Blannie - - Harris
Miller, Florence - - - Jackson	Thompson, Vetta Louise - Screven
Mills, Gladys - - - - Randolph	Thornton, Virginia - - Clarke
Nicholson, Dora Mabel - Oconee	Tiler, Mary Kemp - - Berrien
Pace, Leila Maude - - - Terrell	Turk, Harriet H. - - - Jasper
Pennington, Hattie - - Jefferson	Waters, Ida Mae - - - Hall
Pendley, Kinus - - - - Newton	Waters, Lois - - - - Hall
Perryman, Mildred - - Randolph	White, Helen - - - - Spalding
Pippin, Myrtle Ruth - - Jones	Wilcox, Ethel Lee - - - Pulaski
Richards, Leola - - - - Hall	Wilkins, Helen Marion - Chatham
Robinson, Sophie - - - Glynn	Wood, Nellie M. - - - Greene
Rucker, Annie Laurie - Wilkes	Wynne, Mattie E. - - Oglethorpe

Freshman

Banks, Bertie V. - - - Stephens	Hawes, Pet - - - - Lincoln
Barlowe, Ethel - - - - Dooly	Hurst, Jennie Belle - Seminole
Chandler, Molene - - - Madison	Kinnett, Ellie - - - - Crisp
Chappell, Mabel - - - - Clarke	Lee, Sara - - - - Meriwether
Crowley, Lucile - - - - Clarke	Logan, Imma - - - - Jackson
Culpepper, Florence - Meriwether	Mott, Ida - - - - Taylor
Culpepper, Margaret - Meriwether	Rogers, Mary Beatrice - Bibb
Dunston, Grace - - - - Clarke	Sams, Caroline - - - - Newton
Dykes, Minnie Lee - - Bleckley	Sims, Annie - - - - Clarke
Etris, Bertha - - - - Milton	Strickland, Vivian - - Clarke
Ferguson, Gladys - - Randolph	Trammell, Mattie Mae - Heard
Fleming, Paul G. - - - Jackson	Turner, Ruth E. - - Meriwether
Fowler, Corrie - - - - Clarke	Wallis, Ruth - - - - Forsyth
Freeman, Jessie - - - - Clarke	Walters, Josephine - - Sumter
Gardner, Susan B. - - - DeKalb	Womble, Lucile - - - Webster
Gilstrap, Ruth - - - - Hall	Wood, Carl - - - - Jackson
Glass, Annie Mae - - - Walton	Wood, Mary - - - - Jackson
Graham, Edith - - - - Chatham	

Review

Crowder, Helen - - - - -	Bibb	King, Mary W. - - - - -	Putnam
Dickerson, Nezzie Mae -	Sumter	Lewis, Rosa - - - - -	Crisp
Drake, Sarah - - - - -	Clarke	Owen, Mary - - - - -	Fulton
Edison, Lois - - - - -	Clarke	Shivers, Evelyn - - -	Randolph
Huff, Alberta - - - - -	Clarke		

Irregulars and Specials

Bartee, Mae - - - - -	Bleckley	McWhirter, Callie - - -	Clarke
Boatner, Louise - - - - -	Clarke	Musselwhite, Willie - -	Taylor
Clay, Carrie - - - - -	Chatham	Peade, Harriet - - - -	Chatham
Fuller, Viola - - - - -	Monroe	Porter, Mrs. Mary G. - -	Clarke
Gordon, Sara - - - - -	Gordon	Pyron, Joe - - - - -	Taylor
Holland, Annie - - - - -	Clarke	Rainwater, Cleo, Florence, S. C.	
Howard, Winnie - - - - -	Long	Sauls E. Miriam - - -	Chatham
Jarrett, Attie - - - - -	Clarke	Statham, Maudie Frances - -	
Johnson, Nina - - - - -	Clarke	- - - - -	Stewart
Kehrer, Mary Grace -	Gwinnett	Strickland, Ethel - - -	Seminole
Kelley, Tassie - - - - -	Greene	Turner, Mary Eleanor -	Stewart
McCorkle, Bessie - - - -	Clarke		

THE MUSCOGEE TRAINING SCHOOL ROLL

First Grade

Aaron, Charles	Martin, Holland
Barton, Helen	Maynard, Carlton
Butler, Martha	Moas, Melba
Cagle, Mildred	McElhannon, Clara
Christian, Felton	McElhannon, T. C.
Daniel, Gunter	Oldham, Doris
Dunaway, Bertha	Oldham, Frances
Fields, Eugene	Papa, Tresa
Gunn, Drew Willie	Ritchie, Margaret
Guest, Rudolph	Simmons, Ruby
Jarrett, Robins	Smith, Richard B.
Lindsay, Mell	Truett, Reubens
Lord, Doris	Warwick, Ila May
Lord, Margaret	Williams, Eugene
Lord, William	Wortham, Rufus

Second Grade

Aiken, W. B.	Carter, Joseph
Anderson, Catherine	Cooksey, Lorene
Barton, Ralph	Doster, Virginia
Bulloch, Millie	Echols, Dorothy
Bulloch, Pansy	Eidson, Florie

Fulcher, Irma
Jennings, Cora Belle
Lord, George
Lord, Harry
Marable, Dorothy
Martin, Hermine
Mize, Mamie
McClure, Janette
McElhanon, Orine

Moss, Will Hudson
Papa, Mary
Petty, Marion
Shetterley, Fay
Thompson, Pittman
Whitehead, Carlton
Whitehead, Winston
Winn, Louise

Third Grade

Bowen, Robert
Bulloch, Bertha
Christian, Ora Lee
Collins, Walter
Couch, Florence
Drake, Harold
Edwards, Charles
Fulcher, Harold
Griffin, Sarah
Guest, Cecil
Kenney, Helen
Long, Elizabeth

Moss, J. T.
Nickleson, Bertie
Petty, Frank
Pollard, Ida
Poss, Hazel
Prater, William
Reynolds, Sarah
Saye, Evelyn
Summerlin, Raymond
Truett, George
Wehunt, Quillian

Fourth Grade

Adams, William
Anderson, Silvey
Anderson, W. H.
Atkinson, Ellis
Bever, Estelle
Bowden, Tom
Chappell, Nell
Conyers, Ab
Daniel, Randolph
Fields, Pauline
Fowler, Frances
Ginsberg, Ida
Kenney, Bertha
Kenney, Martha
Lindsay, Mary F.
Marable, Mallia
Mathews, Henry
Maynard, Nellie M.
Mitchell, Grace

Mize, Addie Sue
Moss, King
McDonald, Fred
Oldham, Grace
Oldham, Ruth
Pledger, Frank
Pound, Stokely
Ritchie, H. B.
Saunders, Mardell
Scoggins, James
Slaughter, Nat
Sosebee, Hazel
Spratlin, Viola
Thompson, Sarah
Veal, Hester
Veal, Odessa
Whitehead, Eugenia
Whitehead, Harold
Wortham, Thurmond

Fifth Grade

Anderson, J. T.
Brackett, Donald
Carter, Dorsey
Christian, Lazanker
Davis, Voncille
Doster, Curtis
Eberhart, Lois
Echols, Dan
Elder, Charles
Freeman, McCall
Hubert, Douglas
Huff, Claude

Jackson, Emeline
Mize, Swaine
Nickleson, Louise
Papa, Mildred
Simmons, Nora Belle
Spratlin, Susie Mae
Stephens, Walter
Wages, David
Waters, Frank
Wigley, Roy
Yearwood, Mary

Sixth Grade

Aaron, Clarence
Adams, H. T.
Anderson, Ida Belle
Anderson, Lois
Ayres, Mattie
Couch, Cathleen
Davis, Blanche
Henry, Joel
Huff, Mozelle
Jarrell, Frances
Jennings, Walter
Johnson, Annilene
Lindsay, J. B.

Mathews, Dorothy
Mitchell, Daisy
Mize, Rupert
Oldham, Raymond
Peek, Amelia
Pollard, William
Reynolds, Robert
Van Straaten, Eugene
Whitehead, James
Whitehead, Paul
Wigley, Herman
Yearwood, George
Young, Paul

Seventh Grade

Cagle, Lois
Conway, Leo
Copeland, Iva
Eidson, Nellie M.
Elder, Margaret
Flanagan, Lillie
Joiner, Mollie
Kenney, Virginia
Oldham, Marvin

Pound, Lucy
Rosser, Audell
Scoggins, Cliff
Scoggins, Fred
Shetterley, Ruby
Slaughter, Julia
Slaughter, Nell
Stephens, Irene
Wehunt, Winnie Lee

Eighth Grade

Aaron, Ralph
Brackett, Della L.
Beussee, Bert
Carter, Fred

Fischer, Lorene
Graham, Sibley
Jarrett, Lucile
Kirk, Pearl

Langston, Marguerite
Sharp, Marguerite
Spencer, Bernice

Stephens, Coy
Wigley, Lee

RURAL SCHOOL

First Grade

Anchors, Jack
Cleveland, Grover
Doster, W. L.
Dunn, Edward
Epps, Crawford
Kenney, Bobbie
Lester, Leor
Lord, Fairy
McDaniel, Hoyt

Miller, Lillie
Moore, Geneva
Nelson, Alice
Rumsey, Una
Sykes, Almeda
Tate, Raymond
Threlkeld, Clate
Threlkeld, J. B.

Second Grade

Burns, Telford
Dial, Nannette
Epps, Howard
Epps, Mattie Lou
Fowler, Louise
Graham, Howard

Jennings, David
Johnson, Jessie
Lord, Gip
Pridgeon, Lucy
Threlkeld, Frank

Third Grade

Driskell, Doyce
Graham, James
Jennings, Robert
Jennings, Willis
Lester, Sallie Lou
Nash, Paul

Nelson, Mary
Rumsey, Ina
Smith, Boyd
Thomas, Ruby
Truitt, George

Fourth Grade

Burns, Elmer
Doster, Grace
Driskell, Velma
Fowler, Alice Nelle
Kenney, Hazel
Kenney, Susie
Lord, Mildred

Moore, J. T.
Moore, William
Payne, David
Pridgeon, Mary
Rumsey, Ruby
Thomas, Willie
Truitt, Evelyn

Fifth Grade

Bailey, Marie
Driskell, Dennie

Johnson, Andrew
Nelson, Ruby

STATE NORMAL SCHOOL

Sixth Grade

Conway, Royce

Rice, Isaac

Sorrells, Annie Mae

Seventh Grade

Fowler, J. B.

Mitchell, Frank

Johnson, Lucia

Presnell, Georgia

Summary by Grades: First, 17; second, 12; third, 11; fourth, 14; fifth, 4; sixth, 3; seventh, 4; total, 65.

STATE NORMAL SCHOOL

Athens, Georgia

APPLICATION FOR ADMISSION

-----, 192-----
Name in full, surname first ----- Age-----
Post Office address-----, County-----
Name of parent or guardian-----
What school did you last attend?-----
Name of Principal?-----
What grade or class did you finish?-----
Do you hold high school diploma?-----
From what school?-----
Have you ever attended the State Normal School?-----When?-----
If you have attended an accredited high school, have you had your principal
fill out the high school certificate blank?-----
Have you a license to teach?-----What Grade?-----
Have you taught?-----How many months?-----
Do you wish to take an academic or an industrial course?-----
For what class do you think you are prepared?-----
When were you last successfully vaccinated?-----
Is your general health good?-----
Are your eyes in good condition?-----
Are your teeth in good condition?-----
Have you carefully read the catalogue?-----
Will you cheerfully abide by the rules?-----
On what day do you expect to reach Athens?-----What hour?-----
Over which railroad will you come?-----

You cannot be admitted to the school unless you bring a letter from your physician stating that you have not been exposed to any contagious disease for the last thirty days. See HEALTH CERTIFICATE BLANK (next to the last page of the catalogue).

If you are a graduate or a student of any accredited high school, send in, before August 15th, records of your standing upon a blank which will be furnished you by any accredited high school principal. If you have been a member of a high school not accredited, bring a written statement of your scholastic attainments signed by the principal of your school.

With this application, send letters of recommendation from responsible parties in your neighborhood.

Read the catalogue of the school and this blank carefully; if you desire to become a student of this institution, fill out the blank fully in your own handwriting, and mail as early as possible to

JERE M. POUND, President,
State Normal School,
Athens, Georgia.

A CANDID WORD WITH PARENTS

Students get restless and homesick before the Christmas holidays begin, and again before the season ends. They write begging letters to their parents, asking permission to come home. The school in consequence suffers confusion, and its work is seriously crippled thereby. A week or so of valuable time is practically lost out of the session every year for reasons like these.

It has therefore become necessary to establish the following regulations:

Students must not leave the school before the holidays begin, or before the session ends, and fall term students must not re enter tardily when the session is resumed after the holidays, without permission from the Dean, Mr. H. B. Ritchie. The student violating this rule will not be allowed to re-enter the school.

Parents will please not give their children permission to go home or visit neighboring towns for trivial causes. Absences of this kind militate against the student and against the work of the school more, perhaps, than all other causes combined.

The Dean will allow no variations or exceptions except for providential reasons. When these reasons arise in the home, parents or guardians must communicate directly with the Dean by letter, telegram or telephone.

Please refer to the Dean all letters from students asking for variations from these proper regulations.

Except for providential reasons, you ought not to ask the Dean to set them aside.

HEALTH CERTIFICATE

To be presented by ALL Students, new and old upon arrival, or upon return after the
Christmas Holidays, or other absences from the School.

This is to Certify, That _____

has not been exposed to any contagious disease in her home, or
immediate home-neighborhood, within the last thirty days, and has
[or has not] been successfully vaccinated, and had eyes and teeth
examined.

Signed:

_____ M. D.

Dated _____





